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ABSTRACT

This ERIC/RCS Special Collection contains 10 or more Digests (brief syntheses of the research on a specific topic in contemporary education) and FAST Bibs (Focused Access to Selected Topics--annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on reading in the middle and high school, and includes material on reading aloud to students, reading-writing relationships, reading across the curriculum, improving reading comprehension, computers and reading instruction, selecting reading materials, family involvement, and reading assessment. The collection also includes information on content area reading, cooperative learning and reading, trade books in the classroom, administrators and the reading program, and vocabulary instruction. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), an order form, and information on a computerized search service, on searching ERIC in print, on submitting material to ERIC/RCS, and on books available from ERIC/RCS are attached. (RS)

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READING: MIDDLE AND SECONDARY

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ERIC (an acronym for Educational Resources Information Center) is a national network of 16 clearinghouses, each of which is responsible for building the ERIC database by identifying and abstracting various educational resources, including research reports, curriculum guides, conference papers, journal articles, and government reports. The Clearinghouse on Reading and Communication Skills (ERIC/RCS) collects educational information specifically related to reading, English, journalism, speech, and theater at all levels. ERIC/RCS also covers interdisciplinary areas, such as media studies, reading and writing technology, mass communication, language arts, critical thinking, literature, and many aspects of literacy.

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ERIC/RCS Special Collection 7: Reading—Middle and Secondary Levels

What Are ERIC/RCS Special Collections?

Each *ERIC/RCS Special Collection* contains ten or more *Digests* and *FAST Bibs* offering a variety of viewpoints on selected topics of interest and importance in contemporary education. ERIC *Digests* are brief syntheses of the research that has been done on a specific topic. *FAST Bibs* (Focused Access to Selected Topics) are annotated bibliographies with selected entries from the ERIC database. Both *Digests* and FAST Bibs provide up-to-date information in an accessible format.

Our *Special Collections* are intended as a resource that can be used quickly and effectively by teachers, students, administrators, researchers, policy makers, and parents. The *Digests* may be consulted for a summary of, or a particular viewpoint on, the research in an area, while the *FAST Bibs* may be used as the start of a more extensive look at what is available in the ERIC database on a subject of interest.

READING—MIDDLE SCHOOL AND HIGH SCHOOL

The material in this *Special Collection* focuses on reading at the middle school and high school levels. Because the interests of high school and junior college readers overlap, we have also included one bibliography on *Reading in the Two-Year College* (*FAST Bib* No. 5, by Margaret Haining Cowles).

Reading Aloud to Students

Recent research has confirmed what many teachers have known for a long time—the importance of reading aloud to students, even those who can and do read well themselves. Reading aloud has benefits in terms of instruction and also for developing positive attitudes toward reading. It provides opportunities to introduce students to literature they might not read for themselves and encourages language development. Discussions often arise quite naturally from the shared experience of hearing a passage, or an entire book, read aloud. Reading aloud can provide a stimulus not only for discussion but also for writing and further silent reading. An annotated bibliography on this topic is part of this collection (*FAST Bib* No. 49, *Reading Aloud to Students*, by Jerry Johns and Joelle Schlesinger).

Reading-Writing Relationships

Literacy research and instruction over the past few years have focused on the complex connections between reading and writing. One of the *FAST Bibs* in this collection is entitled *Reading-Writing Relationships*. Jerry Johns and Roberta L. Berglund have selected a number of documents and articles that are on this subject. Much of the research views reading and writing as interlinked developmental processes.

Teaching writing and reading in an integrated fashion is the topic of many documents in the ERIC database, and of a number of volumes developed for teachers by the ERIC Clearinghouse on Reading and Communication Skills. Among these books are *Teaching the Novel*, by Becky Alano; *Language Arts for Gifted Middle School Students*, by Susan Davis and Jerry Johns; and *Writing across the Curriculum*, by Roger Sensenbaugh.

Reading across the Curriculum

Reading is needed for the mastery of almost every discipline. Thus not only English teachers but teachers of mathematics and science and social studies are involved in teaching reading. Two of the annotated bibliographies in this *Special Collection* gives a sample of some of the material available on this topic in the ERIC database (*Content Area Reading in Secondary Education*, *FAST Bib* No. 26, and Content Area Reading in Secondary Education: An Update, *FAST Bib* No. 60).

Two recent volumes published by ERIC/RCS contain a variety of reading and writing activities for high school students that foster reading comprehension, critical thinking, and subject-matter understanding:

Critical Thinking, Reading, and Writing, by Mary Morgan and Michael Shermis; and *A High School Student's Bill of Rights*, by Stephen Gottlieb.

One of the *Digests* in this *Special Collection* has the intriguing title *Content Area Textbooks: Friends or Foes?* Pat Cousin discusses some of the problems students with learning difficulties have with textbooks and some of the approaches to solving these problems through adaptations, revisions, and change of design.

Improving Reading Comprehension

Readers rely on their prior knowledge and previous experience when trying to comprehend written material. According to Alvarez and Risko, "It is this organized knowledge that is accessed during reading that is referred to as schema (plural, schemata). Readers make use of their schema when they can relate what they already know about a topic to the facts and ideas appearing in a text. The richer the schema is for a given topic the better a reader will understand the topic." (ERIC/RCS *Digest, Schema Activation, Construction, and Application*, by Marino C. Alvarez and Victoria J. Risko).

Another *Digest* in this collection is entitled: *Increasing Comprehension by Activating Prior Knowledge*. The authors, William L. Christen and Thomas J. Murphy, discuss a variety of strategies for increasing comprehension of written material. The research they review indicates that, for learning to occur, new information must be integrated with what the learner already knows. Thus activating prior knowledge (if the student has some) or building a knowledge base (adding to whatever is already known) are important aspects of increasing reading comprehension.

Computers and Reading Instruction

What impact is the use of computers having on the teaching of reading? At the primary level, a number of software programs are being used for beginning reading instruction. What is being done at the middle-school and high-school levels? Can computers help to develop better comprehension of what is read? To find out, *FAST Bib* No. 55, *Computers and Reading Instruction Grades 6-12*, may be useful. The book *Computers in English/Language Arts*, by Sharon Sorenson—available from ERIC/RCS—may also be of interest.

Selecting Reading Materials

Two *FAST Bibs* may be especially useful in the area of choosing appropriate materials for particular readers: *Trade Books in the K-12 Classroom*, by Jerry Johns and Susan Schuengel; and *Reading Material Selection: K-12*, by Ruth Eppele.

Family Involvement

We think of involving parents in their children's education mainly in the early years, but they can play an equally important role in encouraging their junior-high and high-school children's learning as well.

Many books provide suggestions for parents: lists of books (for reading aloud or recommending to teens), community resources, and activities to undertake with children and adolescents. However, many of the parents most in need of such information do not consult books available in book stores or the public library. A series of booklets for parents, copublished by ERIC/RCS and the International Reading Association, supplies information in an easy-to-read, user-friendly format. Two of the booklets are intended for parents of middle-school and high-school students: *You Can Encourage Your High School Student to Read*, by Jamie Myers, and *Encouraging Your Junior High Student to Read*, by John Shefelbine.

With the help of a Lilly Endowment grant, the Family Literacy Center at Indiana University is undertaking a project called *Parents Sharing Books*. Parent/teacher teams are being trained by Center staff to give workshops in their local communities to encourage parents to read and share books with their middle-school children. More information may be obtained by contacting the Family Literacy Center, Smith Research Center 150, 2805 E. 10th Street, Bloomington, IN 47408.

Reading Assessment

Over the past few years, people have become increasingly concerned about assessment in reading. Is the assessment that is being carried out producing valid and reliable measures of reading comprehension and fluency? Or are the tests themselves changing the emphasis of what is taught in a way that is detrimental

to learners? What about informal assessment, such as the use of portfolios? One of the bibliographies in this collection is entitled *Reading and Writing Assessment in Middle and Secondary Schools*, by Jerry Johns and Peggy VanLeirsburg. The references are categorized into sections that include an overview, NAEP/state-mandated testing, standardized tests, informal measures, special populations, and content area assessment. Another bibliography deals specifically with *Informal Reading Inventories* (*FAST Bib* No. 39, also by Jerry Johns and Peggy VanLeirsburg).

Available from ERIC/RCS is a book that contains the proceedings of a symposium held at Indiana University (cosponsored by this clearinghouse and Phi Delta Kappa): *Alternative Assessment of Performance in the Language Arts*. Many different viewpoints are represented in the volume, and thus a broad spectrum of the kinds of questions that are being asked in this field.

Other Issues

Materials in this collection also deal with such issues as reader response, vocabulary instruction, and eye movements in reading. In addition, there is a bibliography entitled *Adminstrators and the Reading Program* (*FAST Bib* No. 53, by Jerry Johns and Renee McDougall).

Our intention is to help you become more familiar with some of the issues and research in the area of reading at the middle and secondary levels. We hope you will find this *Special Collection* useful.

More Information from the ERIC Database

In addition to the citations in the *Digests* and *FAST Bibs* included in this collection, other resources may be found by searching the ERIC database. A few of the terms that would be useful in a search are these: Reading-Comprehension, Reading-Instruction, Reading-Materials, Reading-Interests, Reading-Habits. These terms must be combined with Intermediate-Grades or Secondary-Education to limit the terms to the respective levels.

Materials on Reading (and Reading-Writing Connections) Available from the ERIC/RCS Clearinghouse:

These materials, available from ERIC/RCS at Indiana University, may be of interest to you:

For Teachers:

Teaching the Novel, by Becky Alano

Critical Thinking, Reading, and Writing, by Mary Morgan and Michael Shermis

Computers in English/Language Arts, by Sharon Sorenson

A High School Student's Bill of Rights, by Stephen Gottlieb

Language Arts for Gifted Middle School Students, by Susan J. Davis and Jerry L. Johns

Working with Special Students in English/Language Arts, by Sharon Sorenson

Writing across the Social Studies Curriculum, by Roger Sensenbaugh

Writing Exercises for High School Students, by Barbara Vultaggio

Word History: A Guide to Understanding the English Language, by Carl B. Smith and Eugene W. Reade

Peer Teaching and Collaborative Learning in the Language Arts, by Elizabeth McAllister.

For Teachers and Administrators:

Alternative Assessment of Performance in the Language Arts, edited by Carl B. Smith

Secondary Reading: Theory and Application (presentations by Carl Smith, Larry Mikulecky, William Diehl, Jerome Harste, and Richard Vacca)

For Parents:

You Can Encourage Your High School Student to Read, by Jamie Myers

Encouraging Your Junior High Student to Read, by John Shefelbine

To order any of these books, please use the form at the end of this collection.

Ellie Macfarlane, ERIC/RCS Associate Director
Series Editor, *Special Collections*

ERIC Digest

Clearinghouse on Reading and Communication Skills EDO-CS-91-03

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Increasing Comprehension by Activating Prior Knowledge

by William L. Christen and Thomas J. Murphy

The Research

Research has been conducted to determine the value of providing activities or strategies to assist in providing students with ways to activate their prior knowledge base. Studies looked at three possibilities: (1) building readers' background knowledge; (2) activating readers' existing background knowledge and attention focusing *before* reading; and (3) guiding readers *during* reading and providing review *after* reading.

It appears that when readers lack the prior knowledge necessary to read, three major instructional interventions need to be considered: (1) teach vocabulary as a prereading step; (2) provide experiences; and (3) introduce a conceptual framework that will enable students to build appropriate background for themselves.

Preteaching vocabulary (to increase learning from text materials) probably requires that the words to be taught must be key words in the target passages (Beck, *et al*, 1982; Kameenui, Carnine, *et al*, 1982), that words be taught in semantically and topically related sets so that word meaning and background knowledge improve concurrently (Beck et al., 1982; Stevens, 1982), and that only a few words be taught per lesson and per week (Beck et al., 1982; Kameenui et al., 1982; Stevens, 1982). To be an effective strategy, an extensive and long-term vocabulary strand accompanying a parallel schematic or background-knowledge-development strand is probably called for.

Research on *enriching background knowledge* has demonstrated that activating such knowledge increases comprehension. Graves and his associates (1980; 1983) developed previews for short stories that had, as one component, the building of prior knowledge important to understanding the selection. Data indicated that reading the previews before reading the stories increased students' learning from stories by a significant and impressive amount. Stevens (1982) increased learning from text compared with a control group for 10th-grade students reading a history passage by teaching them relevant background information for that passage. Hayes and Tierney (1982) found that presenting background information related to the topic to be learned helped readers learn from texts regardless of how that background information was presented or how specific or general it was. Alvarez (1990) used case-based instruction to develop students' abilities to assemble and incorporate different knowledge sources in memory. He taught them how to employ thematic organizers and hierarchical concept mapping in their reading.

Additionally, scant attention is paid to the role of the reader's schemata, or background knowledge, when learning from text (Tierney & Pearson, 1985). Yet research clearly emphasizes that for learning to occur, new information must be integrated with what the learner already knows (Rumelhart, 1980).

It appears that providing students with strategies to activate their prior knowledge base or to build a base if one does not exist is supported by the current research. It is our contention that this is one way teachers can have a positive influence on comprehension in their classrooms.

For example, Reutzel and Morgan (1990) advocate two pedagogical alternatives for teachers who wish to improve students' comprehension of causal relations which often are implicit in content area

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textbooks. Teachers may rewrite the text to make the cohesion relations explicit (a daunting task), or they may assist students in building, modifying, or elaborating their background knowledge prior to reading expository texts. Miholic (1990) outlines the construction of a semantic map for textbooks which he recommends for use at adult, secondary, and college level. For a class of gifted seventh grade students, Davis and Winek (1989) developed a project for building background knowledge so that the students could generate topics for writing articles in history. The teachers devoted one class period a week for eight weeks to various group activities to build background knowledge, culminating in prewriting activities focused on brainstorming for the eighth week. The articles were then written by the students at home.

Classroom Implications

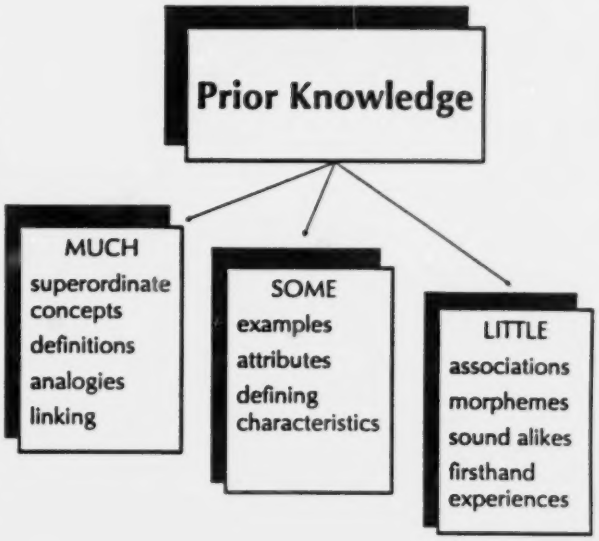
Engaging students in prior knowledge experiences becomes a commonplace in classrooms where teachers value understanding what knowledge students possess. We know that prior knowledge is an important step in the learning process. It is a major factor in comprehension: that is, making sense of our learning experiences. Brain-based research confirms the fact that the learning environment needs to provide a setting that incorporates stability and familiarity. It should be able to satisfy the mind's enormous curiosity and hunger for discovery, challenge, and novelty. Creating an opportunity to challenge our students to call on their collective experiences (prior knowledge) is essential. Through this process we move students from memorizing information to meaningful learning and begin the journey of connecting learning events rather than remembering bits and pieces. Prior knowledge is an essential element in this quest for making meaning.

Level of Prior Knowledge

Students generally fall into three categories: *much*, *some*, or *little* prior knowledge. In each instance, the teacher will make specific instructional decisions based on what is discovered in the prior knowledge part of the lesson. To check out what prior knowledge exists about a topic, idea, or concept, you may choose to do some of the following activities:

- *Brainstorm* the topic. Write all the information solicited from the students on the chalkboard, a piece of paper, or transparency.
- *Ask* specific and/or general questions about the topic. See what responses are given.
- *Pose* a *problem* or a *scenario*. Based on this description, find out what the students know about the idea presented.

Once the data is collected, a decision about the appropriate forms of instruction can be made. The following diagram can be helpful:



Teachers should remember to

(1) Present information which builds:

- **Background ideas**
- **Concepts**
- **Principles**

(2) Show, don't tell, through—

- **Demonstrations**
- **Multi-media**
- **Graphics**

(3) Use outside resources, trips and speakers

(4) Tell about topic from your experience

(5) Use any combination of the above!

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ERIC Digest

Clearinghouse on Reading and Communication Skills CS-89-09

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Schema Activation, Construction, and Application

by Marino C. Alvarez and Victoria J. Risko

Readers rely on their prior knowledge and world experience when trying to comprehend a text. It is this organized knowledge that is accessed during reading that is referred to as schema (plural schemata). Readers make use of their schema when they can relate what they already know about a topic to the facts and ideas appearing in a text. The richer the schema is for a given topic the better a reader will understand the topic.

Schema theorists have advanced our understanding of reading comprehension by describing how prior knowledge can enhance a reader's interaction with the text. Accordingly, comprehension occurs when a reader is able to use prior knowledge and experience to interpret an author's message (Bransford, 1985; Norris & Phillips, 1987). Educators and researchers have suggested numerous instructional strategies to help students activate and use prior knowledge to aid comprehension. Yet, schema theory does not explain how readers modify and create new schema when presented with novel information in texts.

Schema Activation

Because texts are never completely explicit, the reader must rely on preexisting schemata to provide plausible interpretations. Yet, there is much evidence that good and poor readers do not always use schemata appropriately or are unaware of whether the information they are reading is consistent with their existing knowledge. Also, there is evidence that students who do not spontaneously use schemata as they read will engage them if given explicit instructions prior to reading (e.g., Bransford, 1979).

Prereading strategies have been developed to help students relate new information appearing in written discourse to their existing knowledge. The design of many of these preorganizers reflects Ausubel's (1959) definition of readiness and the purpose of their use is to create a mind set prior to reading. These preorganizers have included advance organizers (Ausubel, 1960), structured overviews or graphic organizers (Alvermann, 1981), previews (Graves, *et al.*, 1983), concept maps (Novak & Gowin, 1984), and thematic organizers (Alvarez, 1980, 1983; Alvarez & Risko, 1989; Risko & Alvarez, 1986).

Schema Construction and Application

Learning novel concepts may require the reader to connect new information to a congruent mental model. Mental models represent an individual's construal of existing knowledge and/or new information in the domain even though this information may be fragmentary, inaccurate, or inconsistent (Gentner & Gentner, 1983). A person's mental model is a representation of a particular belief based on existing knowledge of a physical system or a semantic representation depicted in a text. For example, a person may hold a belief that balls are round, inflatable and are made to bounce. However, this person may encounter a football (an ellipsoid) that is kicked or thrown, or ball bearings that are solid, or a bowling ball that is solid and has holes drilled into it for the purpose of rolling rather than bouncing. This new knowledge is integrated into a new, more complex, mental structure about the shape, substance, form, and function of balls.

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As Bransford (1985) points out, schema activation and schema construction are two different problems. While it is possible to activate existing schemata with a given topic, it does not necessarily follow that a learner can use this activated knowledge to develop new knowledge and skills. Problem solving lessons and activities can provide learners with situations that aid in schema construction which includes critical thinking. Critical thinking theory enables a reader to analyze an ambiguous text. When versed in this process, a reader can either weigh alternative interpretations, dismiss others, make a decision to evaluate multiple possibilities, or accept the information as being reasonable. This process helps students to modify or extend their mental model, or existing knowledge base, for target concepts.

Several teacher-directed and self-initiated activities can be used to promote schema construction and application of knowledge to novel situations. Four such strategies that are designed to foster shared meaning between and among teachers and peers are: cases, interactive videodiscs, hierarchical concept maps, and Vee diagrams.

Cases that present learners with single and varied contexts across disciplines provide learners with scenarios that can be discussed and analyzed from multiple perspectives (e.g., see Christensen, 1987; Spiro, *et al.*, 1987). These cases can include written documents, recorded (musical as well as narrative) interludes, paintings, artifacts, video portrayals, and other pertinent substances and materials. Another teacher-directed strategy is the use of interactive videodiscs. Bransford and his colleagues are developing episodes, revolving around problem-oriented learning environments, that can be computer-accessed by learners to invite critical thinking and schema construction (see Bransford, *et al.*, 1989; Bransford, *et al.*, in press).

Hierarchical concept maps and Vee diagrams are two methods that students can initiate on their own for schema construction and application. Hierarchical concept maps (Novak & Gowin, 1984) are designed to help the reader clarify ambiguities of a text while simultaneously revealing any misconceptions that result from a reading. More importantly they provide the learner with a tool from which to initiate ideas that can be shared by visual inspection with someone else. The Vee diagram (Gowin, 1981/1987) is a method by which a learner can learn about the structure of knowledge and knowledge-making within a given discipline and use this knowledge in novel contexts.

Students can be taught to incorporate new information into their existing world knowledge. This can be accomplished through teacher guided instruction and self-initiated strategies that includes methods and meaningful materials that induce critical thinking with conceptual problems. In order for schema construction to occur, a framework needs to be provided that helps readers to elaborate upon new facts and ideas and to clarify their significance or relevance. Students need to learn more about themselves as learners. Notable in this learning context is the relationship between facts and ideas learned in formal school settings and those encountered in everyday learning environments. Perhaps within this inquiry we will be led to discover the ways individuals choose to relate new information to existing schemata and how this new information influences their future knowledge and decision-making.

Additional material on schemata can be found in the ERIC database. Some recent articles are:

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Content Area Textbooks: Friends or Foes?

by Patricia Tefft Cousin

Walk into any upper elementary, junior high, or secondary classroom and ask the teacher to tell you about one of the main areas of difficulty that students with learning problems are having as they learn social studies or science. You will hear the same reply echoed from classroom to classroom, "reading the textbook." There are many reasons for this—some having to do with the text itself, such as its organization and format; some having to do with the students, and their reading competencies, background experiences, or interests; and, finally, some centering on the teacher, such as his or her competence in organizing and presenting the material.

Many of the attempts to address this problem have been to suggest that texts need to be adapted for students with learning difficulties or that there are special strategies and techniques that need to be used with these students which enhance their understanding of text material. One newer conclusion in this area is that features of a text that support the reading of students with learning difficulties also support those who are not having difficulties. Likewise, teaching strategies that support students having difficulty are also considered useful for all students (Larrivee, 1986; Wang, Reynolds, and Walberg, 1988). This is an important point since, as demographic projections indicate, we are now working with and will continue to work with more students at high risk for having learning difficulties in the future (U.S. Bureau of Census, 1983; 1985). We will need to consider effective ways to meet their needs within regular class settings (Wang, Reynolds, and Walberg, 1988).

Are Findings Applied?

Research has indicated that current information about reading and the effective teaching of reading has not yet made much impact on textbooks. As a result, there is much room for improvement in how textbooks are written (Armbruster and Gudbrandsen, 1986; Osborn, et al., 1985). Several checklists, based on the application of this research, have been developed to assess textbooks (Armbruster and Anderson, 1981; Armbruster and Anderson, 1985; Singer, 1985). These checklists attempt to highlight features of texts that tend to make them more readable or, as Singer (1985) called them, "friendly" texts.

It stands to follow then that one focus of the research in this area has been to consider how to revise textbooks to make them more understandable. Studies considering the effect of revisions on improving comprehensibility have been inconclusive, with a few exceptions (see the review in Graves, et al., 1988). This finding is attributed to the many factors which influence understandability. Those studies that have shown significant results are those which have manipulated many factors in the text and, thus, were not able to delineate any one critical factor.

Some Approaches: Readability, Clarifications, Graphics

One recent study in this area involved the revision of an expository text by text linguists, composition instructors, and former magazine editors. The most readable revisions were those done by the magazine editors. The study suggested that the most comprehensible texts were those in which attention was given to the structure, content, and style of the text (Graves et al., 1988).

Another way of modifying the text has been to use abridgement and rewriting. Abridgement refers to eliminating subplots and details, while rewriting focuses on replacing words and syntactic structures

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with supposedly simpler versions. The problem has been that simplification may in some cases make a text more difficult to read because character contrasts are reduced and beliefs about the lexical difficulty of specific words often differ. Words that one individual judges as difficult are judged as easy by another (Campbell, 1987).

Another area of concern has been that texts tend not to address misconceptions that students commonly have about content area subjects. Two studies (Eaton, *et al*, 1983; Smith, 1983), have examined students' misconceptions about scientific concepts and how texts often do not consider these areas. The latter study identified four broad categories of misconceptions and suggested that these areas be addressed in the student text and teacher manual.

Studies of effective textbook adaptations have included recommendations to include more graphics (Burnette, 1982). Herum (1982) found that revising texts to include more graphics and to make the text more explicit supported college students with learning difficulties. Bergerud, *et al.* (1988) compared the effectiveness of two types of textbook adaptations—graphics and study guides—for the purpose of self-study, with students identified as either low achievers or learning disabled. The use of graphics, consisting of diagrams with parts of pictures or labels missing, was found to be superior to the other approaches as measured by a retention test.

Findings of Special Projects

A project funded by the ERIC Clearinghouse on Handicapped and Gifted Children (Burnette, 1982) focused on the adaptation of several textbook-based curricula for the purpose of making them more appropriate for mainstreamed students. The adaptations included revising texts to include text aids such as, structured overviews, organizers, chapter summaries; the use of audiotapes; inclusion of manipulatives and games in the curriculum; and development of computer software. These adaptations were found to be appropriate within a regular classroom setting and improved the learning outcomes of *all* the students, not just those identified as special needs learners.

The Office of Special Education Programs (OSEP), of the U.S. Dept. of Education, funded a project which supported the collaboration of educators, researchers, and publishers for the purpose of improving the usability of textbooks, particularly for use with diverse groups of learners (Educational Development Center and RMC Research Corporation, 1988). The project involved conducting a review of the literature on learners and effective instruction, developing an instrument to analyze textbooks, evaluating textbooks using this instrument, developing a set of recommendations, and holding a conference involving the three groups to discuss the findings.

The instructional design of 12 elementary and secondary social studies and science textbook programs, with their ancillary materials, was reviewed. The questionnaire used to evaluate the texts was based on current information regarding the nature of learning and the characteristics of learners. The evaluation of the texts and recommendations for change were organized into three major areas including: 1) getting students ready to learn, 2) engaging students in the learning process, and 3) having students demonstrate competence and expand knowledge.

All of the programs reviewed were rated as visually appealing with good designs and graphics. However, it was reported that many of the ancillary materials were not well coordinated with the content of the lesson.

We already have a great deal of information about what makes a text more understandable and supportive to the student in learning concepts. Yet research in the area of text adaptation indicates that the process of revision is complex and cannot be addressed with simple solutions. However, research has also indicated that publishers do need to consider particularly the need for the inclusion of additional graphics and attention not only to the content, but also to the organization and style of the text.

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Focused Access to Selected Topics No. 60
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Content Area Reading in Secondary Education: An Update

by Jerry Johns and Renee Hausknecht

This *FAST Bib* contains recent entries to the ERIC data base that help extend and expand practical teaching strategies for content area reading at the secondary level. This bibliography is organized into five sections: (1) Overview, (2) Computer-Assisted Strategies, (3) Reading Strategies: Math and Science, (4) Reading Strategies: Social Studies, and (5) Reading Strategies: General.

Overview

Alverman, Donna E.; Swafford, Jeanne. "Do Content Area Strategies Have a Research Base?" *Journal of Reading*, v32 n5 p388-94 Feb 1989.

Examines the extent to which reading research supports the comprehension and vocabulary strategies recommended in content reading methods texts. Concludes that more of the research finds the strategies to be effective than finds them ineffective.

Gillespie, Cindy; Rasinski, Timothy. "Content Area Teachers' Attitudes and Practices toward Reading in the Content Area: A Review," *Reading Research and Instruction*, v28 n3 p45-67 Spr 1989.

Reviews literature related to content area teachers' attitudes toward teaching reading. Suggests that content area teachers take content area reading courses, and that such coursework results in an application of techniques learned.

Schmidt, Cynthia Maher; and others. "But I Read the Chapter Twice," *Journal of Reading*, v32 n5 p428-33 Feb 1989.

Describes specific problems that students encounter when they begin the transition into content area studies. Examines a recent research summary on study skills for suggestions about how to address these problems.

"Strategic Learning in the Content Areas. Bulletin No. 9310." Wisconsin Department of Public Instruction, Madison. 1989. 212p. [ED 306 560]

Intends to assist teachers at all levels and to help students become independent strategic learners. Presents strategies designed to aid learning from content texts and appropriate for all content areas. Cites model lessons for the specific application of strategies appropriate for certain content areas. Addresses the need for teachers to view reading and writing as important learning processes across the curriculum.

Computer-Assisted Strategies

Blanchard, Jay. "Hypermedia: Hypertext—Implications for Reading Education," *Computers in the School*, v6 n3-4 p23-30 1989.

Defines hypermedia and hypertext and discusses possible applications for children's education and adult learning. Discusses topics that include learner control, language readiness and beginning reading for children, adult literacy, reading to learn in content area, writing applications, and hypertext study guides for handicapped learners.

Phelps, Stephen; Smith, Lawrence L. "Microcomputer Applications for Content Area Vocabulary," *Reading Horizons*, v29 n2 p103-09 Win 1989.

Describes the use of microcomputers to enhance vocabulary instruction in content teaching. Reviews the types of software available.

Reading Strategies: Math and Science

Borasi, Reffaella; Siegel, Marjorie. "Reading to Learn Mathematics: A New Synthesis of the Traditional Basics." National Science Foundation, Washington, D.C. 1989 32p. [ED 305 612]

Forges a new synthesis of the traditional basics of reading and mathematics which aims at fostering critical thinking and may provide an instructional context within which students and teachers can work out meaningful conceptions of mathematics. Shows benefits of this synthesis of reading and mathematics, which include: (1) contributing to better learning and understanding of mathematical content; (2) developing new learning strategies; and (3) developing a deeper

understanding of mathematics as a discipline. Reviews the research on the reading process that shows how the concept of reading as a transaction contributes to the attainment of these goals for mathematics instruction.

Gray, Mary Ann. "Ready, Set, Read...and Understand!" 1990. 6p. [ED 320 136]

Discusses prereading activities that can help students build bridges from the known to the unknown. Shows how brainstorming will help students recognize their own prior knowledge on the subject and how they can learn from hearing each other's responses. Lists questions from an anticipation guide to be asked of students before reading the text to elicit thinking, arouse curiosity, and focus attention. Shows how graphic organizers can be used to introduce new technical vocabulary from the unit under investigation and to illustrate the interrelationships that exist among the various concepts and terms. Promotes active comprehension by capitalizing on students' curiosity.

Harder, Annie K. "Attitudes toward Reading Science Textbooks," *American Biology Teacher*, v51 n4 p208-12 Apr 1989.

Reports students' attitudes toward reading science during an experimental study that investigated ways to increase comprehension of technical material. Describes the procedure, results, conclusions, applications, and implications.

Lloyd, Carol V.; Mitchell, Judy Nichols. "Coping with Too Many Concepts in Science Texts," *Journal of Reading*, v32 n6 p542-45 Mar 1989.

Describes a method of ranking the concepts in science texts in terms of these criteria: importance to the curriculum and student interest; the development of the concept in the text; and the level of background knowledge expected of students. Argues that these ratings should guide instruction.

Siegel, Marjorie; and others. "A Critical Review of Reading in Mathematics Instruction: The Need for a New Synthesis." National Science Foundation, Washington D.C. 1989. 17p. [ED 301 863]

Reviews the literature on reading and mathematics and calls for a new synthesis which views reading as a mode of learning. Focuses on the process of doing mathematics and the more humanistic aspects of the discipline. Cites four alternative frameworks for the problem of "reading mathematics." Reviews the literature for each of the frameworks.

Yore, Larry D.; Denning, David. "Implementing Change in Secondary Science Reading and Textbook Usage: A Desired Image, a Current Profile, and a Plan for Change." Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, 1989. 69p. [ED 305 270]

Argues that most secondary science courses in North America are designed to use textbooks as the primary or exclusive source of information about the content or processes of science, and most science teachers focus their instruction on a single text. Attempts to: (1) describe a desired image for science reading instruction and effective use of science textbooks; (2) describe the current profile of science reading instruction and use of science textbooks in secondary classrooms; and (3) propose the first steps for planned changes in secondary science reading instruction and uses of science textbooks.

Reading Strategies: Social Studies

Hickey, M. Gail. "Reading and Social Studies: The Critical Connection," *Social Education*, v54 n3 p175-76, 179 Mar 1990.

Presents a unit designed to develop critical reading skills. Establishes goals and lists topics for consideration, such as understanding cause and effect relationships, distinguishing fact from opinion, identifying propaganda techniques, distinguishing relevant from irrelevant information, and recognizing bias, giving examples of each.

"Recommended Historical Fiction," *English Journal*, v78 n1 p84-86 Jan 1989.

Provides a brief description of nine works of historical fiction which teachers have found successful in skillfully weaving the facts of history into fictional presentations capable of drawing the reader into the time period. Deals with chronological periods ranging from the old Stone Age to the mid-twentieth century.

Sanacore, Joseph. "Creating the Lifetime Reading Habit in Social Studies," 1989. 18p. [ED 308 488]

Encourages social studies teachers to take an active role in promoting long-term literacy as part of schoolwide efforts in all subject areas to motivate students' independent reading, by: (1) including literature as part of the instructional program; (2) using a wide variety of materials during class time, such as newspapers, textbooks, paperbacks, and magazines; (3) reading aloud to students on a regular basis, using passages that provoke students into listening and

responding critically to the ideas presented while reinforcing the joy of reading; and (4) avoiding conditions that dissuade students from reading, including traditional book reports and the teacher's insistence on finding the "correct meaning" of the text. Notes that students will not become lifetime readers unless they frequently experience reading as a pleasurable activity.

Vocke, David F.; Hahn, Amos. "What Does Reading Research Say to Social Studies Teachers?" *Social Foundations*, v53 n5 p323-26 Sep 1989.

Cites numerous research studies stating that the textbook remains the dominant tool in social studies, causing a low regard for the subject by many students. Looks at reading research to provide instructional procedures that social studies teachers can employ to enhance students' understanding of the written materials they encounter.

Walton, Sherry; Hoblitt, Roxanne. "Using Story Frames in Content Area Classes," *Social Studies*, v80 n3 p103-06 May-Jun 1989.

Describes a technique involving a story frame concept which may be helpful in improving comprehension of content area materials. Lists procedures for using this technique. Provides an example of a story frame for studying about Gandhi. Suggests that the value lies in enabling students to see the connection between a story and the presentation of history.

Reading Strategies: General

"A Reading-Writing Connection in the Content Areas," *Journal of Reading*, v33 n5 p376-78 Feb 1990.

Discusses instructional activities designed to foster the reading-writing connection in the content area classroom. Describes the use of "possible sentences," learning logs, freewriting, dialogue journals, the RAFT technique, and the "opinion-proof" organization strategy.

Dzama, Mary Ann. "The Reading to Learn Project: Learning Strategies in the Content Areas." Proposal for a paper presented at the Annual Meeting of the Association for Childhood Education International. 1989. 100p.

Discusses how the Virginia Reading to Learn Project helps content area teachers at the middle school and secondary level teach students how to comprehend their content area textbooks. Shows teachers instructional strategies and techniques within the framework of the total reading process, incorporating reading, writing, and oral communication skills.

Hare, Victoria Chou; and others. "Text Effects on Main Idea Comprehension," *Reading Research Quarterly*, v24 n1 p72-88 Win 1989.

Examines the effect of contrived instructional texts and naturally occurring texts on students' main idea comprehension. Concludes that students taught to identify the main idea using only contrived texts, such as basal skills lessons, will have difficulty transferring their main idea skills to naturally occurring texts.

Hayes, David A. "Helping Students GRASP the Knack of Writing Summaries," *Journal of Reading*, v33 n2 p96-101 Nov 1989.

Describes the Guided Reading and Summarizing Procedure, a classroom procedure for teaching students how to compose summaries of their reading.

Perez, Samuel A. "Rereading to Enhance Text Understanding in the Secondary Classroom," *Reading Horizons*, v30 n1 p62-66 Fall 1989.

Explains why rereading should be an integral part of instructional practice and student behavior. Recommends that teachers of secondary school students give students instructional guidance when asking them to reread a text.

Simons, Sandra McCandless. "PSRT—A Reading Comprehension Strategy," *Journal of Reading*, v32 n5 p419-27 Feb 1989.

Describes a reading comprehension strategy (Prepare, Structure, Read, and Think) designed for subject area lessons that use expository textbooks. Presents a generic guide for planning and conducting a lesson based on PSRT.

Focused Access to Selected Topics No. 58
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Cooperative Learning and Reading

by Jerry Johns, Carol J. Fuhler, and Claudia M. Furman

Research and practice strongly support cooperative learning as an effective method of developing reading ability across the curriculum. This bibliography is organized into six sections: (1) Overview, (2) Research, (3) Elementary Applications, (4) Secondary Applications, (5) Content Area Applications, and (6) Special Populations. The entries in these sections should help teachers understand the effectiveness of teaching through cooperative groups as well as specific styles of cooperative learning for various content areas and grade levels.

Overview

Brown, Ann L.; Palincsar, Annemarie S. *Guided Cooperative Learning and Individual Knowledge Acquisition.* Technical Report No. 372. 1986. 116p. [ED 270 738]

Examines how cooperative learning can influence individual knowledge acquisition. Reviews theoretical claims concerning a variety of group learning procedures and evidence that supports their efficacy. Discusses claims that (1) group participation aids learning, (2) group settings force learning with understanding to produce conceptual changes, and (3) individual thought processes originate in social interaction. Examines reciprocal teaching, which combines expert scaffolding, guided practice in applying simple concrete strategies, and cooperative learning discussions. Explores the impact of the program on the listening and reading comprehension strategies of first-grade students. Concludes that reciprocal teaching is a successful method of improving both listening and comprehension, and discusses possible extensions to instruction in specific content areas.

Fehring, Heather. "Cooperative Learning Strategies Applied in the Language Classroom," *Reading Around Series*, n1 1987. 7p. [ED 285 122]

Offers a set of guidelines for fostering cooperative learning in a language arts classroom. Describes the problems with competitive and/or individual learning, and the reasoning behind cooperative learning. Outlines the key features of a cooperative learning environment, including the fostering of interpersonal and small-group skills, positive interdependence, face-to-face interaction, and individual accountability. Offers a unit on creative use of synonyms, a three week story-writing unit, a video production, and a one-to-three-lesson unit on clear thinking. Suggests a way to organize a one-lesson unit and offers helpful hints for encouraging cooperative learning in the classroom.

Harp, Bill. "What Do We Put in the Place of Ability Grouping (When the Principal Asks)?" *Reading Teacher*, v42 n7 p 534-35 Mar 1989.

Presents two alternatives to ability grouping—flexible grouping (based on students' level of independence as learners) and cooperative learning groups. Discusses the benefits of cooperative learning, and provides a sample cooperative-learning lesson.

Manarino-Leggett, Priscilla; Salomon, Phyllis A. "Cooperation vs. Competition: Technique for Keeping Your Classroom Alive but Not Endangered," 1989. 13p [ED 311 409]

Discusses cooperative learning, a technique in which students work in small heterogeneous learning groups. Defines cooperative learning and describes the most widely used cooperative learning methods: Student Teams-Achievement Divisions (STAD), Teams-Games Tournament (TGT), Jigsaw, Learning Together, and Group Investigation. Presents a review of related research. Offers methods and strategies applicable to the reading classroom.

Research

Madden, Nancy A.; and others. "A Comprehensive Cooperative Learning Approach to Elementary Reading and Writing: Effects on Student Achievement," 1986. 31p. [ED 297 262]

Evaluates the Cooperative Integrated Reading and Composition (CIRC) program to determine whether a comprehensive, cooperative learning approach can be used effectively in elementary reading and writing instruction. States that stu-

dent achievement in reading and writing can be increased if state-of-the-art principles of classroom organization, motivation, and instruction are used in the context of a cooperative learning program. Indicates that standardized measures of skills can also be affected.

Madden, Nancy A.; and others. "Reading Instruction in the Mainstream: A Cooperative Learning Approach." 1986. 53p. [ED 297 261]

Discusses two studies of the Cooperative Integrated Reading and Composition Program (CIRC) which combines individualized instruction with cooperative learning. Supports the effectiveness of CIRC on students' reading, writing, and vocabulary achievement. Cites differing results with respect to mainstreamed learning-disabled students.

Slavin, Robert E. *Cooperative Learning: Student Teams. What Research Says to the Teacher*, Second Edition. National Education Association, Washington, DC 1987. 33p. [ED 282 862]

Reviews research indicating that when the classroom is structured in a way that allows students to work cooperatively on learning tasks, students benefit academically as well as socially. Emphasizes that cooperative learning methods are usually inexpensive, easy to implement, and require minimal training of teachers. Cites various cooperative learning methods.

Stevens, Robert J.; and others. "Cooperative Integrated Reading and Composition: Two Field Experiments," Report No. 10. 1987. 54p. [ED 291 075]

Evaluates a comprehensive cooperative learning approach to elementary reading and writing instruction, Cooperative Integrated Reading and Composition (CIRC) in the elementary classroom. Cites significant effects in favor of the CIRC students on standardized test measures of reading comprehension, reading vocabulary, language mechanics, language expression and spelling, writing samples and oral reading measures.

Elementary Applications

Flynn, Linda L. "Developing Critical Reading Skills through Cooperative Problem Solving," *Reading Teacher*, v42 n9 p664-68 May 1989.

Describes an instructional model for presenting students with opportunities to analyze, synthesize, and evaluate ideas through cooperative problem solving. Provides suggestions for implementation using examples from the author's classroom experiences.

Madden, Lowell. "Improve Reading Attitudes of Poor Readers through Cooperative Reading Teams," *Reading Teacher*, v42 n3 p194-99 Dec 1988.

Asserts that cooperative reading teams (reading groups composed of students at varied reading levels) motivate poor readers to learn by developing positive feelings about reading. Describes several reading, language, and content area activities for cooperative reading teams.

Male, Mary. "Cooperative Integrated Reading and Composition: A Success Story," *Writing Notebook*, v7 n1 p25-27 Sept-Oct 1989.

Outlines the Cooperative Integrated Reading and Composition (CIRC) program, a sequenced and structured reading/language arts program used by elementary level students at Bracher School in Santa Clara, California. Describes several cooperative reading and writing activities used in this program.

Rasinski, Timothy V. "Inertia: An Important Consideration for Reading Motivation." 1989. 11p. [ED 304 665]

Claims that the concept of inertia is analogous to a situation that occurs in reading. Describes students who, despite being able to read, choose not to read when other options are available because they lack the motivation to read. Offers several strategies and activities to create an initial impetus toward independent and motivated reading, including reading aloud to children; providing experiences in the school, such as field trips, guest speakers, and films; and using books themselves to lead students into other books.

Smith, Carl B. "Shared Learning Promotes Critical Thinking," *Reading Teacher*, v43 n1 p76-77 Oct 1989.

Describes how shared learning activities, including cooperative learning, collaborative learning, and small group learning, can develop critical reading and problem-solving skills. Discusses the teacher's role in guiding shared learning activities.

Topping, Keith. "Peer Tutoring and Paired Reading: Combining Two Powerful Techniques," *Reading Teacher*, v42 n7 p488-94 Mar 1989.

Examines the advantages and disadvantages of peer tutoring and Paired Reading, a program of structured pair-work between children with different reading abilities. Claims these methods have great potential for cooperative learning.

Secondary Applications

Davey, Beth. "Using Textbook Activity Guides to Help Students Learn from Textbooks," *Journal of Reading*, v29 n6 p489-94 Mar 1986.

Describes how textbook activity guides that emphasize active student involvement through cooperative learning and a self monitoring component can help students become active, flexible, more effective readers of textbook materials.

Montague, Marjorie; Tanner, Michael L. "Reading Strategy Groups for Content Area Instruction," *Journal of Reading*, v30 n8 p716-23 May 1987.

Reviews relevant research in reading comprehension strategies and cooperative learning methods. Describes reading strategy groups as an approach for content area instruction along with practical suggestions for implementation.

Content Area Applications

Ericson, Bonnie; and others. "Increasing Critical Reading in Junior High Classrooms," *Journal of Reading*, v30 n5 p430-39 Feb 1987.

Describes three content area reading strategies (anticipation-reaction guides, text previews, and three-level study guides) that capitalize on cooperative small group learning and emphasize higher-order critical thinking.

Miller, Douglas E. "Cooperative Critical Thinking and History," *Social Studies Review*, v28 n3 p55-68 Spr 1989.

Argues that current social studies textbooks lack coherent formats, decipherable vocabulary, clearly written paragraphs, and presume background information which students lack. Presents a lesson that encourages discussion of information and eventual consensus in a group setting.

VanCleaf, David W. "Cooperative Learning: Linking Reading and Social Studies," *Reading Psychology*, v9 n1 p59-63 1988.

Argues that cooperative learning activities such as small group activities are important in social studies classes because they enhance text comprehension, nurture interaction skills, develop democratic behavior, and actively involve students.

Steffens, Henry. "Collaborative Learning in a History Seminar," *History Teacher*, v22 n2 p125-38 Feb 1989.

Reviews the use of the collaborative learning process in a seventeenth-century intellectual history seminar. Suggests use of reader response, peer critiques, small writing groups, and peer tutoring.

Special Populations

Maring, Gerald H.; and others. "Five Cooperative Learning Strategies for Mainstreamed Youngsters in Content Area Classrooms," *Reading Teacher*, v39 n3 p310-13 Dec 1985.

Offers adaptations of content area reading techniques that can help teachers integrate mainstreamed children into small groups with other members of their classes. Includes the following: (1) the Jigsaw strategy, (2) the list-group-label strategy, and (3) the small group structured overview.

Manzone, Christine A. "Six Strategies for Teaching Reading Comprehension to Learning Disabled Students." 1989. 14p. [ED 311 667]

Describes six strategies that can be used to improve the reading comprehension of learning disabled students. Provides examples from particular models of instruction as well as a rationale for each. Suggests that strategies may be used either individually, as a cooperative learning experience with a partner, or one-on-one with a teacher or tutor.

Slavin, Robert; and others. "Accommodating Student Diversity in Reading and Writing Instruction: A Cooperative Learning Approach," *Remedial and Special Education*, v9 n1 p60-66 Jan-Feb 1988.

Explains that "Cooperative Integrated Reading and Composition" is a program that successfully teaches reading, writing, and language arts in heterogeneous intermediate classes containing mainstreamed special education and remedial reading students by combining mixed-ability cooperative learning teams and same-ability reading groups.

Stiers, Darlene. "Cooperative Learning for Remedial Students," *Social Studies Review*, v28 n3 p46-48 Spr 1989.

Offers cooperative learning instructional techniques for teaching the historical novel *The Root Cellar* in a remedial reading classroom. Recommends cooperative learning as a means through which the student can succeed academically while developing interpersonal skills. Suggests that the lesson be adapted to match the ability level of students.

Focused Access to Selected Topics No. 55
a FAST Bib by the
Clearinghouse on Reading and Communication Skills

Computers and Reading Instruction Grades 6–12

by Jerry Johns and Georgeann Mielnik

This *FAST Bib* focuses on recent research and strategies for using computers at the middle school and high school level to aid in the instruction of reading. The bibliography is divided into five sections: (1) Overview and Research, (2) Reading Process and/or Strategies for Instruction, (3) Integrating the Language Arts, (4) Students with Special Needs, and (5) Software and Other Materials. This last section will be especially useful to librarians and teachers in choosing the appropriate software to match individual student's needs. The references listed here were produced through a search of the ERIC data base from 1982 to 1991.

Overview and Research

Alfano, Jo Ann L. "Seventh Grade Vocabulary Computer Instruction vs. Classroom Instruction." 1985. 30p. [ED 257 053]

Examines students' achievement (38 seventh graders with a one to three year vocabulary deficit) in vocabulary development using two modes, teacher-directed instruction and computer-assisted instruction. Divides study into Sample A group, which was given instruction using a computer program, and Sample B group, which was given the same lessons using the computer print-out. Sample A was computer corrected, while Sample B was student corrected. Findings indicate no significant difference between the two methods of instruction but a slight difference in favor of the experimental teacher-directed group. Indicates that computers are a useful tool but not a replacement for teachers.

Frederiksen, John R. "The Development of Computer-Based Instructional Systems for Training Essential Components of Reading. Final Report." 1987. 119p. [ED 280 005]

Examines deficits in reading comprehension skills of low ability, young adult readers and to evaluate computer-based systems that have been designed to improve skill deficiencies in comprehension. Indicates: (1) a need to develop efficient techniques for mapping referents, (2) transfer of skills developed in using context for accessing concepts to the performance of high level comprehension tasks, and (3) the use of component-based training for improving reading skills of low-ability readers whose first language is not the language of instruction. Findings suggest that bilingual students can benefit from computer-based training focusing on the development of automatic skills for both decoding and encoding orthographic information.

Gersten, Russell; and others. "Guided Practice: Use of Low-Cost Networking." Paper presented at the Annual Conference of the American Educational Research Association, 1989. 35p. [ED 310 784]

Investigates the effectiveness of the use of computer networking in providing guided practice in teaching reading comprehension to middle school students in a remedial reading class. Uses TeacherNet, a low-cost prototype computer networking device, that plugs several students' keyboards into a single personal computer to determine which segments of a curriculum require additional remediation. Consists of two strands: 1) QAR2 (a metacognitive strategy based on the work of Raphael); and 2) rule-based inference (a strategy for drawing inferences from material implicit in the text). Findings indicate a significant effect (maintained for two weeks) for the rule-based curriculum but not the QAR2.

Marcinkiewicz, Valerie. "The Effects of Computer Assisted Instruction on Reading." 1988. 29p. [ED 293 097]

Examines whether computer-assisted instruction (CAI) is an effective means of reading remediation. Uses two groups, from an urban-suburban community, which received five 43 minute classes a week: the control group received directed instruction during all five periods; the experimental group received three periods of

directed instruction and two periods of CAI. Finds that the experimental group showed no significant difference when contrasted with the control group; moreover, the control group showed a mean gain of two points over the experimental group.

Marsh, Merle. "Computer Assisted Instruction in Reading," *Journal of Reading*, v26 n8 p697–701 May 1983.

Describes early computer-assisted reading projects, reports on subsequent research, and suggests directions for future curriculum development.

Wepner, Shelly B. "Computers, Reading Software, and At-risk Eighth Graders," *Journal of Reading*, v34 n4 p254–268 Dec/Jan 1990/1991.

Reports observations of 85 eighth graders' comments during weekly sessions in a computer lab. Stresses the need for software that addresses students' particular needs and learning styles. Recommends that the motivational features of existing programs (realistic graphics, explicit reinforcement, options for printing, and speech, options for monitoring reading) be an integral part of future software.

Wood, Bruce. "ERIC/RCS: Computers and Reading at the Secondary School, College and Adult Levels," *Journal of Reading*, v28 n8 p750–53 May 1985.

Reviews approaches to computer-assisted reading and recent developments in the design of personal computers and their implications for the teaching of reading and writing.

Reading Process and/or Strategies for Instruction

"Open to Suggestion," *Journal of Reading*, v27 n3 p270–72 Dec 1983.

Offers suggestions for: (1) increasing remedial readers' interest in books and reading; (2) using sentence-combining to improve vocabulary; and (3) using microcomputers to compensate for students' varied reading levels.

Feldmann, Shirley C.; Fish, Marian C. "Reading Comprehension of High School Students on Print vs. Microcomputer-Generated Text." Paper presented at the Annual Meeting of the American Educational Research Association, 1987. 9p. [ED 282 175]

Examines the relative comprehension difficulty and the influence of reader and text characteristics on reading comprehension for texts presented in traditional print or on the microcomputer screen. Uses two mixed urban samples, 95 low reading level high school students and 112 high ability eighth grade students, reading two types of text: (1) text that disseminated information and required recall or inferences; and (2) text requiring written responses to specific directions. Asks each student to read one type of text presented either on paper or microcomputer screen and complete a reader characteristic questionnaire on interest and experience. Finds that in the high ability sample, there was no significant difference for any variable, but in the high school sample, the microcomputer group fared significantly better than the print group on comprehension, and the males using microcomputers comprehended better than females on the direction-following task. Reports that strong readers found text easier to read and found it easier to go from reading passages to their answer sheets in both media than did weaker readers. Supports presentation of curriculum materials in either medium.

Frederiksen, John R.; and others. "A Componential Approach to Training Reading Skills. Final Report." 1983. 206p. [ED 229 727]

Investigates the interactions among the component processes of reading and questions whether these components, if taught sequentially, are an effective way to build reading skills. Presents three game-like microcomputer systems, each focusing on a critical skill shown to pose difficulties for secondary students with poor reading skills. Uses motivating, game-like environments to develop the capacity for automatic performance. Finds that students, in all cases, were able to reach or exceed levels of performance of high ability readers. Shows strong evidence for the transfer of acquired skills to other functionally related reading components. Notes that increases in reading speed in an inference task, with no drop in comprehension, suggest that improvement in the level of automaticity of multiple skills components of reading can reduce the effort required in reading for comprehension.

Hobbs, Lenora; and others. "Reading Motivation: A Library Mission," *Book Report*, v6 n4 p13–25 Jan–Feb 1988.

Explores the role of the school library in generating reading motivation among students, and suggests strategies for changing student and teacher attitudes through cooperative programs with teachers, library activities, special activities for reluctant readers, learning strategies, and

computer-assisted instruction. Includes an annotated bibliography.

Integrating the Language Arts

"Open to Suggestion," *Journal of Reading*, v31 n5 p476–79 Feb 1988.

Discusses: (1) activities that encourage students to use formal vocabulary; (2) the use of computers to motivate remedial readers to write; and (3) a pilot study in which sustained silent reading and writing was used to improve the literacy of seventh and eighth grade remedial students.

Mickelson, Norma; Davies, Anne. "A Whole Language Program in the Intermediate Grades: Questions and Answers." 1987. 23p. [ED 290 146]

Explains the use of a whole language program for middle grades in Canada. Describes holistic evaluation methods. Includes use of microcomputers for language arts and interactive games.

Wepner, Shelley B. "Reading, Writing, and Word Processing," *Reading Psychology*, v8 n4 p295–309 1987.

Addresses how word processing, with its prevision, writing, and revision tools, facilitates connections between reading and writing. Suggests that with or without electronic tools, students need to be critical readers of their own writing.

Students with Special Needs

Carrick, Bruce. "ESL Software for Use with High School and Adult Students. A MicroSIFT Quarterly Report." 1987. 15p. [ED 283 397]

Includes 44 computer programs specifically designed to help students learn English as a second language (ESL). Focuses on programs with a linguistic activity that are appropriate for students of high school and adult age (excluding college-level foreign students) which have been produced or updated since 1983. Includes programs for native speakers felt to be easily adapted to second language learners. Gives information about the software producer, price, needed hardware, copyright, focus, activity type, grade level, proficiency level, ESL-readiness, and management options.

Cassady, Judith K. "Jason's Reading—and Liking Himself Better!" *Academic Therapy*, v21 n2 p159–65 Nov 1985.

Reports how using a microcomputer in creative writing helped a learning disabled teenager with vision and hearing impairments learn to read in a summer session. Examines his interests in selecting reading materials and stresses his ability to relate concepts verbally.

Casteel, Clifton A. "Effects of Chunked Reading among Learning Disabled Students: An Experimental Comparison of Computer and Traditional Chunked Passages," *Journal of Educational Technology Systems*, v17 n2 p115–21 1988–89.

Compares the effects of chunking sentences on the retention and comprehension of two groups of learning disabled high school students who received chunked reading via computer-assisted instruction (CAI) or traditional methods. Reports that both experimental groups performed better on the posttest than the control group, which received CAI without chunking.

Software and Other Materials

"Comprehension Power Program. MicroSIFT Courseware Evaluation." 1982. 2p. [ED 232 631]

Uses a software package to develop the ability to follow directions, provide extensive and varied reading experiences, improve vocabulary, preview efficiently, read more rapidly with comprehension, and to practice 25 major comprehension skills of students with at least a fourth-grade reading level. Describes numerous strengths including high interest content, student-determined reading rates, excellent student management program, and comprehension skills that were comprehensive and well chosen. Notes that the program may be used with little or no change.

Dowd, Cornelia A.; Sinatra, Richard. "Computer Programs and the Learning of Text Structure," *Journal of Reading*, v34 n2 p104–12 Oct 1990.

Argues that computer programs can be used to motivate students to learn and use different text structures, thereby enhancing both reading and writing. Describes three types of software programming formats to help students learn text structure: 1) model the categories of text structure, 2) interactive/prompt tutorial, and 3) meaningful real-life situations such as desktop publishing. Contains descriptions of various computer programs.

Marcus, Stephen. "Computers and English: Future Tense . . . Future Perfect?" *English Journal*, v76 n5 p88–90 Sep 1987.

Predicts consequences of interactive reading and writing software, style checkers, and teacher-monitored networks in electronic writing labs, computer generated texts, and desktop publishing.

Focused Access to Selected Topics No. 53
a FAST Bib by the
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Administrators and the Reading Program

by Jerry Johns and Renee McDougall

Administrators play an extremely important role in the reading program. A search of the ERIC database revealed many articles and documents; this *FAST Bib* contains a carefully selected portion of these resources arranged in five sections. The first section focuses on Program Development and Acquiring Instructional Materials. The next three sections focus on issues: Instructional, Policy, and Personnel. The final section concerns Assessment and Evaluation.

Program Development and Acquiring Instructional Materials

Bailey, Gerald D. "Guidelines for Improving the Textbook/Material Selection Process," *NASSP Bulletin*, v72 n506 p87-92 Mar 1988.

Offers nine suggestions to help build a leadership structure and a database for making appropriate textbook selections.

"Criteria for Excellence: Elementary Language Arts—Reading, Writing, Listening, Speaking. Promising Practices." Alaska State Department of Education, Juneau, 1987. [ED 291 078]

Includes discussion of philosophy/policy, staffing and professional development, administration, program, resources, planning and evaluation.

"Criteria for Excellence: Secondary Language Arts—Reading, Writing, Listening, Speaking. Promising Practices." Alaska State Department of Education, Juneau, 1987. [ED 291 077]

Provides a systematic assessment of secondary Language Arts programs. Considers ratings in the areas of philosophy, staffing and professional development, administration, program, resources, and evaluation.

Ediger, Marlow. "Reading in the Language Arts." 1989. [ED 301 839]

Discusses innovations in the teaching of reading and evaluation of new approaches. Considers reading readiness, basal readers, experience charts, linguistic approaches, and individual differences.

"English Language Arts Syllabus K-12. A Publication for Curriculum Developers." New York State Education Department, Albany, 1988. [ED 299 578]

Outlines general criteria for an effective integrated curriculum in English language arts, suggests the instructional objectives that need to be addressed, and provides direction for the evaluation of student progress and program effectiveness.

Grubaugh, Steven. "Initiating Sustained Silent Reading in Your School: Ask, 'What Can SSR Do for Them?'" *Clearing House*, v60 n4 p169-74 Dec 1986.

Discusses the effects of a sustained silent reading (SSR) program on school administrators, teachers, librarians, and the students. Offers suggestions on setting up an SSR program.

Shannon, Patrick. "Commercial Reading Materials, a Technological Ideology, and the Deskilling of Teachers," *Elementary School Journal*, v87 n3 p307-29 Jan 1987.

Examines the role of commercial materials in reading instruction through analyses of expert opinion and of research on reading instruction. Reports a series of investigations concerning teachers' and administrators' conceptions of reading and reading instruction and offers a critical evaluation of recent writing on effective reading instruction.

Wepner, Shelley B.; and others. "The Administration and Supervision of Reading Programs." Columbia University, New York, NY, 1989. [ED 300 802]

Outlines how to organize and supervise reading programs, pre-kindergarten through grade twelve. Discusses the knowledge areas necessary for administering reading programs.

Instructional Issues

Dreeben, Robert. "Closing the Divide: What Teachers and Administrators Can Do to Help Black Students Reach Their Reading Potential," *American Educator*, v11 n4 p28-35 Win 1987.

Discusses an examination of about 300 Black and White first graders, which demonstrates that providing a great deal of instructional time and using high-quality, challenging materials are critical to student success in reading and that grouping students by ability within a class and then matching the pace of instruction to students' ability bolsters achievement.

Haney, Dorothy. "Reading Aloud to Others: Factors Contributing to Its Value and Effectiveness in the Classroom." 1988. [ED 298 438]

Reviews the research on the value of reading aloud to students, the benefits of incorporating literature into the classroom, effective behaviors of parents and teachers, and creative ways of incorporating these techniques to create better and more interested readers.

Snow, Marguerite Ann. "Immersion Teacher Handbook. Educational Report Series." California Univ., Los Angeles. Center for Language Education and Research, 1987. [ED 291 243]

Offers a handbook as a preservice training guide, written primarily for prospective immersion program teachers and secondarily as a resource for immersion program administrators and parents of prospective enrollees.

Truby, Roy. "Home-School Projects That Work," *Education and Urban Society*, v19 n2 p206-11 Feb 1987.

Presents projects for involving parents in their children's education which include the following: (1) parents' reading with children; (2) letters to new parents; (3) library visits and booklists; (4) monthly suggestions for involvement; and (5) newspaper "promise" ads for students and parents to sign.

Policy Issues

Balajthy, Ernest. "Confrontation and Alienation: Education's Flawed Response to Religious Textbook Objection." 1988. [ED 297 297]

Discusses recent controversies over textbooks that illustrate objections held by Evangelicals to "secular humanism" in the schools and why educators automatically tend to assume that all religious objections to curricula are clear-cut attempts at censorship.

Clark, Elyse. "A Slow, Subtle Exercise in Censorship," *School Library Journal*, v32 n7 p93-96 Mar 1986.

Relates events surrounding the decision made by a public school board of education and school administrators to institute a policy of obtaining parental permission for students who want to borrow five Judy Blume books from the middle school library. Covers actions taken by the librarian and parental involvement.

Marockie, Henry; and others. "A Study on the Use of Time for Reading Instruction in Grades One, Two, and Three in West Virginia Schools." Appalachia Educational Lab., Charleston, W. Va., West Virginia Association of School Administrators, 1987. [ED 293 086]

Investigates the effects of a 1984 West Virginia State Board of Education (WVBE) policy which specified the use of instructional time. Discusses a study that examined the effects of this policy on reading instruction in the primary grades by surveying a random representative sample of primary teachers and principals in West Virginia. Indicates no statistically significant differences among teachers' and principals' reports of past, current, and ideal use of instructional time for reading.

Solomon, Henry; and others. "Student Achievement in the 1985-86 Promotional Policy Program. OEA Evaluation Report." New York City Board of Education, Brooklyn, NY, 1987. [ED 299 315]

Provides information about the success of the remedial reading program under the community school district's new Promotional Policy Program in terms of student outcomes. Uses the California Achievement Test in reading and the Language Assessment Battery as criteria to be eligible for this new program. Involves 13,734 fourth- and seventh-grade students, 81.5% of whom met the criteria for their grade in August of 1985, January of 1986, or April of 1986. Recommends that the central and district program administrators review the programs for adequacy of teacher preparation and curriculum materials. Includes thirteen data tables.

Personnel Issues and Teacher Behaviors

Jensen, Julie M. "Research Currents: 'Taking Language to Heart'," *Language Arts*, v65 n7 p714-19 Nov 1988.

Recalls memorable moments from the author's public school life which imply that the best possible learning environments are active, meaningful, personalized, and collaborative; nourished by conversation, by reading, and by writing among teachers, administrators, parents, and students; and that the best teachers are learners.

Rupley, William H.; and others. "Past, Present, and Future Job Responsibilities of Public School Reading Specialists," *Reading World*, v24 n3 p48-60 Mar 1985.

Surveys reading teachers, school administrators, and professors of reading to determine the past, present, and future roles of reading resource teachers.

Shannon, Patrick. "Teachers' and Administrators' Thoughts on Changes in Reading Instruction within a Merit Pay Program Based on Test Scores," *Reading Research Quarterly*, v21 n1 p20-35 Win 1986.

Supports predictions concerning two consequences of combining merit pay and other business practices within a reading program: (1) that school personnel would constrict their definitions of reading and reading instruction to those prescribed by district policy; and (2) that teachers would consider reading instruction less fulfilling than they did prior to the period pay program.

Woodward, Arthur. "Over-Programmed Materials: Taking the Teacher out of Teaching," *American Educator*, v10 n1 p26-31 Spr 1986.

Argues that the prevalent use of textbook and teachers' guide packages is one of the greatest factors responsible for the current ills affecting teaching.

Assessment and Evaluation

Fincher, Cameron. "Assessing Educational Outcomes: Are We Doing Good, Can We Do Better?" Georgia Univ., Athens. Inst. of Higher Education, 1988. [ED 299 842]

Discusses possible reasons for poor assessment of educational outcomes in the U.S. during the 1980s.

Howards, Melvin. "Testing: Illusions of Measurement." 1987. [ED 300 393]

Presents a discussion of research on many types of tests and the history of the testing.

Kippel, Gary M.; Forehand, Garlie A. "School Mastery of Reading Test System to Enhance Progress of Schools." New York City Board of Education, Brooklyn, 1987. [ED 293 844]

Describes the School Mastery of Reading Test (SMRT) program which was designed to give administrators and teachers information about reading performance and recommendations for improving the instructional program.

Linn, Robert; and others. "Speed and Accuracy of Word Decoding and Recognition. Research on Instructional Assessment: Instructionally Relevant Reading Assessment." California Univ., Los Angeles. Center for the Study of Evaluation, 1987. [ED 292 067]

Discusses a study focused on the first phase of a longitudinal program of research designed to investigate the feasibility of constructing reading tests closely articulated with specific reading curricula and consistent with the current scientific understanding of reading processes.

Lytle, James H. "The Zest for Tests. Are Too Many Used for the Wrong Reasons?" *School Administrator*, v45 n11 p8-11 Dec 1988.

Discusses why using scores from a single standardized test to make student placement decisions for reading groups, advanced placement classes, magnet schools, or remedial education programs is inappropriate. Suggests that recent research shows that teachers' judgments provide as accurate an estimate of student ability as standardized test results.

Madgic, Robert. "Assessment of Student Learning and School Effectiveness: Restoring the Focus," *Thrust for Educational Leadership*, v16 n4 p38-40 Jan 1987.

Describes why school effectiveness cannot be assessed by comparing group performances on standardized tests. Discusses why focusing on individual results enhances collective program assessment.

Ruddell, Robert B. "Knowledge and Attitudes toward Testing: Field Educators and Legislators," *Reading Teacher*, v38 n6 p538-43 Feb 1985.

Indicates that the test knowledge of teachers, administrators, district personnel, and legislators is limited.

Shannon, Patrick. "Conflict or Consensus: Views of Reading Curricula and Instruction within One Instructional Setting," *Reading Research and Instruction*, v26 n1 p31-49 Fall 1986.

Suggests that most administrators accept student test scores as the appropriate goal of reading programs and centralized planning and use of commercial reading materials as the appropriate means for reading instruction, while most teachers seek more effective and communal goals and more autonomy concerning means.

Focused Access to Selected Topics No. 52
a FAST Bib by the
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Trade Books in the K–12 Classroom

by Jerry Johns and Susan Schuengel

As the use of trade books in language arts and content area classrooms becomes increasingly popular, teachers need to know what books to choose and how and why to incorporate them into the curriculum. This *FAST Bib*, based on entries to the ERIC database, contains selected references from 1987 to 1990. The bibliography is organized into five sections: Content Areas, Integrated Language Arts, Literature Based Reading Programs, Teacher Education, and General Interest Bibliographies. The information in these citations will help teachers of elementary and high school students decide which trade books are appropriate for their classrooms and how best to put them to use.

Content Areas

Danielson, Kathy Everts. "Helping History Come Alive with Literature," *Social Studies*, v80 n2 p65-68 Mar-Apr 1989.

Describes 20 trade books to aid teachers in the development of social studies concepts. Suggests ways to use these books to extend lesson units by emphasizing formation of concepts and generalizations, integrating social sciences, clarifying values, achieving objectives, and maintaining objectivity in discussing societal conflict.

Hansen, W. Lee. "'Real' Books and Textbooks," *Journal of Economic Education*, v19 n3 p271-74 Sum 1988.

Advocates the supplemental use of trade books with textbooks in introductory economics courses. States that students will learn how economists approach economic issues in the real world, building upon the organized textbook presentation of material. Acknowledges that textbooks are essential to instruction, and lists several appropriate works for supplemental reading.

Lehman, Barbara A.; Crook, Patricia R. "Content Reading, Tradebooks and Students: Learning about the Constitution through Nonfiction," *Reading Improvement*, v26 n1 p50-57 Spr 1989.

Provides five lesson plans on the United States Constitution, in which students read several tradebooks in order to synthesize information from multiple sources in preparation for written or oral reports. Provides an annotated bibliography of 13 tradebooks about the Constitution.

McCann, Robert M. "Making Social Studies Meaningful by Using Children's Literature," *Georgia Social Science Journal*, v19 n2 p13-16 Fall 1988.

Gives examples of children's trade books which can enhance social studies topics dealing with everyday life in past times, the impact of historical events on the average person's life, historical facts, and sensitive issues in the students' lives. Lists the National Council for the Social Studies' 1986 Notable Children's Trade Books.

Pruitt, Laura L., Comp. "Making Connections: A Selected List of Historical Fiction K-12." 1989. 83p. [ED 308 511]

Provides media specialists and teachers with an annotated list of historical fiction tradebooks categorized by American historical periods and grade-level groupings. Contains two parts: a list of historical fiction book titles subdivided into nine chronological historical periods starting with the Colonial period prior to 1763 and going up to 1980; and an annotated booklist containing bibliographic information and annotations for 340 books.

Webre, Elizabeth C. "Content-Area-Related Books Recommended by Children: An Annotated Bibliography Selected from 'Children's Choice' 1975-1988." 1989. 21p. [ED 303 775]

Contains 121 children's choices, which are guaranteed to be informational and entertaining as students study math, health, science, social studies, and the language arts.

"Outstanding Science Trade Books for Children in 1988," *Science and Children*, v26 n6 p40-45 Mar 1989.

Lists annotations of books based on accuracy of contents, readability, format, and illustrations. Includes number of pages in each entry, price,

and availability. Covers the following topics: animals, biographies, space science, astronomy, archaeology, anthropology, earth and life sciences, medical and health sciences, physics, technology, and engineering.

Integrated Language Arts

Meerson, Mary Lou. "Integrating the Language Arts: Alternatives and Strategies Using Trade Books as Models for Student Writing." Paper presented at the Annual Meeting of the International Reading Association, 1988. 8p. [ED 294 210]

Provides specific suggestions on how, when, and why to use literature, or trade books, to help the novice writer. Shows how teachers can help students at all levels build schema by writing books themselves. Offers suggestions for employing literature as a model for student writing including using trade books to teach literary devices (*The Diary of Anne Frank* for diaries, and *Science Experiments You Can Eat* for content-area writing), and writing book extensions (prologues or epilogues for books, new stories for well-known characters, or changing the setting of a story). Contains an annotated bibliography of trade books.

Rhodes, Lynn K.; Dudley-Marling, Curt. "Readers and Writers with a Difference: A Holistic Approach to Teaching Learning Disabled and Remedial Students." 1988. 329p. [ED 293 117]

Discusses topics including: learning disabled and remedial students; a holistic theory of reading and writing development; an observational approach to reading and writing assessment; and the problem of writing meaningful goals and objectives from a holistic perspective. Provides a large number of instructional strategies in chapters entitled "Planning Instruction"; "Prereading Instruction"; "In-Process Reading Instruction"; "Post-Reading Instruction"; "Composition: Choices and Instruction"; and "Transcription: Choices and Instruction." Encourages teachers to surround students with print and encourage the discovery by students that reading and writing are meaningful, purposeful, and personally worthwhile. Presents a discussion of collaboration on a literacy program with parents, teachers, and administrators; and includes an extensive list of predictable trade books for students.

Stewig, John Warren, Ed.; Sebesta, Sam Leaton, Ed. "Using Literature in the Elementary Classroom. Revised and Enlarged Edition." 1989. 144p. [ED 308 542]

Focuses on the wealth of language learning possibilities that open up when teachers surround students with attractive and well-written books and know how to use them in imaginative ways. Reflects the current movement in elementary education toward student-centered teaching and integrating the language arts. Contains: (1) "Reading to Learn about the Nature of Language" (A. Barbara Pilon); (2) "Using Picture Books for Reading Vocabulary Development" (Alden J. Moe); (3) "The Tradebook as an Instructional Tool: Strategies in Approaching Literature" (Helen Felsenthal); (4) "Book Illustration: Key to Visual and Oral Literacy" (John Warren Stewig); (5) "Reading Leads to Writing" (Richard G. Kolczynski); (6) "Creative Drama and Story Comprehension" (Mary Jett-Simpson); and (7) "Literature across the Curriculum" (Sam Leaton Sebesta).

Whyte, Sarah. "Whole Language Using Big Books." 1988. 73p. [ED 298 479]

Discusses thematic units designed around Wright Company Big Books, and demonstrates ways that Big Books can be used in a whole language first-grade program. Presents lessons which indicate skill focus, needed materials, procedures, and additional thoughts or suggestions about the lesson. Includes units which consist of: "Bedtime" (five lessons); "Monsters and Giants" (five lessons); "Valentine's Day" (one lesson); "Houses" (two lessons); "Our Town" (four lessons); "Our Family" (four lessons); "Me" (one lesson); "Me (Feelings)" (three lessons); "Me (Helping)" (one lesson); and a discussion about using African folk tales in the classroom. Contains a list of themes and Wright Books used; a thematic listing of poems/songs and their authors; a list of nursery rhymes for use in whole language activities; a thematic listing of trade books and their authors; possible big book material; a whole language and writing bibliography; and a teacher resource bibliography.

Literature–Based Reading Programs

Henke, Linda. "Beyond Basal Reading: A District's Commitment to Change," *New Advocate*, v1 n1 p42-51 1988.

Describes how the district committee of the West Des Moines Schools (Iowa) changed its reading program. Explains how the role of a basal was redefined, how trade books were incorporated, how the program encouraged independent reading, and how writing was given a major role in reading class.

Richek, Margaret Ann; McTague, Becky K. "The 'Curious George' Strategy for Students with Reading Problems," *Reading Teacher*, v42 n3 p220-26 Dec 1988.

Describes and evaluates a remedial reading strategy—assisted reading—which uses a motivating series of popular children's books to improve the performance of remedial readers.

Tunnell, Michael O.; Jacobs, James S. "Using 'Real' Books: Research Findings on Literature Based Reading Instruction," *Reading Teacher*, v42 n7 p470-77 Mar 1989.

Reviews several studies which support the success of a literature-based approach to literacy with various types of students (limited English speakers, developmental readers, remedial readers, etc.). Describes several common elements found in different literature-based programs, including the use of natural text, reading aloud, and sustained silent reading.

Teacher Education

Duquette, Ray. "Videotape Review: 'Showing Teachers How'," *Journal of Reading Education*, v14 n1 p43-45 Fall 1988.

Reviews "Showing Teachers How," a series of 12 videotapes released in 1986 and 1987 dealing with (1) reading instruction using the whole language approach in the elementary school; (2) social studies instruction using trade books; (3) writing instruction; and (4) discussion strategies for current events.

Frager, Alaan. "Conquering Aliteracy in Teacher Education," *Journal of Teacher Education*, v38 n6 p16-19 Nov-Dec 1987.

Considers preservice teachers' needs as readers during the development of a program intended to motivate these teachers to spend part of their summer reading education trade books, resulting in a marked increase in the number of trade books and books in general the teachers read.

Hepler, Susan. "A Guide for the Teacher Guides: Doing It Yourself," *New Advocate*, v1 n3 p186-95 Sum 1988.

Notes the plethora of guides to trade books for classroom use. Suggests what a good guide should do, and presents a guide to help teachers write and edit their own.

Silvey, Anita. "Editorial: The Basalization of Trade Books," *Horn Book Magazine*, p549-50 Sep-Oct 1989.

Discusses the trend towards voluminous study guides with work sheets and drills for children's books, subjecting great literature to the practices of basal reading textbooks and discouraging children from reading. Urges teachers to trust the book to do its own teaching and to learn to get out of the way.

General Interest Bibliographies

"Children's Choices for 1990," *Reading Teacher*, v44 n2 p131-41 Oct 1990.

Presents brief annotations of the 111 books chosen by elementary students. Groups the books by general reading levels: all ages, younger readers, middle grades, and older readers. Identifies 27 titles that are especially popular in beginning independent reading. Continues an annual tradition of a series of book lists that first appeared in the November 1975 issue of *The Reading Teacher*.

Stahlschmidt, Agnes D. "Teaching with Trade Books, K-8: Library Resource Materials for Teachers and Students." Portions of this paper presented at the Annual Spring Conference of the National Council of Teachers of English, 1989. 9p. [ED 305 654]

Contains 54 annotations of library resource materials in the following areas: (1) "Locating Titles on a Theme/Literary Genre"; (2) "Identifying Titles for Reading Aloud"; (3) "Learning to Express Yourself: Puppetry, Reader's Theater, Storytelling"; (4) "Locating Information about Authors and Illustrators"; (5) "Using Literature in the Classroom: Resources for the Professional Collection"; and (6) "Just for Fun: Literature Activities." Includes a list of addresses of publishers/distributors.

"Teachers' Choices for 1990," *Reading Teacher*, v44 n3 p329-36 Nov 1990.

Identifies outstanding trade books published for children and adolescents that teachers find exceptional in curriculum use. Groups books into primary (K-2), intermediate (3-5), and advanced (6-8) levels.

"1990 Young Adults' Choices," *Journal of Reading*, v34 n2 p203-09 Nov 1990.

Presents brief annotations of the 29 books chosen most often by middle, junior high, and senior high school students. Includes novels dealing with alcoholism, drunk drivers, and equal access to activities and sports for girls. Continues an annual list of books begun in 1987.

ERIC®

Focused Access to Selected Topics No. 49
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Reading Aloud to Students

by Jerry Johns and Joelle Schlesinger

Recent research in reading has shown how important it is to read aloud to students. This *FAST Bib* explores some of the research and ways to use this knowledge in the classroom. Parent support and involvement is also extremely important so a section is devoted entirely to helping parents get involved. The major sections of this bibliography are Overview, Applications for the Classroom, Importance of Parents, Book Recommendations, and Research. Abstracts of some items have been abbreviated to allow for the inclusion of additional citations.

Overview

Dwyer, Edward J.; Isbell, Rebecca J. "The Lively Art of Reading Aloud to Children." Paper presented at the Annual Meeting of the Tennessee State Council of the International Reading Association, 1988. 7p. [ED 300 767]

Describes why reading aloud is an essential part of the classroom instructional program, along with direct instruction and sustained silent reading or book contact, and should not be slighted despite the numerous time demands from other sources. Notes that reading aloud to students provides opportunities for introducing students to good literature and encourages language development.

Haney, Dorothy. "Reading Aloud to Others: Factors Contributing to Its Value and Effectiveness in the Classroom." 1988. 44p. [ED 298 438]

Reviews the research on the value of reading aloud to students, the benefits of incorporating literature into the classroom, effective behaviors of parents and teachers, and creative ways of incorporating these techniques to create better and more interested readers. Provides information designed to be informative to teachers, parents, and administrators. Concludes that research indicates reading aloud is a valuable activity both in terms of instructional value and in developing positive reading attitudes.

Lockledge, Ann; Matheny, Constance. "Looking toward the Family: Case Studies of Lifelong Readers." Paper presented at the Annual Meeting of the International Reading Association, 1987. 24p. [ED 283 140]

Investigates the assumption that the impetus for lifelong enjoyment of reading most often occurs in the home before children enter school. Results indicate that parents who enjoy reading and encourage it produce families that enjoy reading. Provides information that may cause teachers to pause and reevaluate decisions regarding what will predispose students to enjoy reading. Argues that if high school students are taught how to effectively select children's literature and how to read aloud, schools could influence the next generation of parents and increase the number of new lifelong readers for pleasure.

Nistler, Robert J. "Reading Aloud as a Contributor to a Child's Concept of Story." Paper presented at the Annual Meeting of the National Council of Teachers of English, 1987. 11p. [ED 291 071]

Summarizes the specific benefits of reading aloud to students. Notes that when students listen to stories being read aloud they become aware of story components, can recognize plot, character, and theme, and they learn that a story involves one or more characters who must face and resolve a conflict. Points out that these story elements helps students in reading comprehension. Cites studies indicating that during storytime the language of teachers is purposeful and helps students arrive at some level of text understanding. Finds that teachers pose thoughtful questions, model their own thinking, and show spontaneous appreciation for stories.

Application for Classroom

"The Classroom Reading Teacher: Practical Teaching Ideas, Clip Sheet, and Questions and Answers," *Reading Teacher*, v41 n8 p857-71 Apr 1988.

Summarizes various authors who provide a wide range of instructional suggestions, including hints for parents on how to read aloud to older children, a story web prewriting technique, a lesson on similes, a description of a series of

books designed to develop literacy in natural ways, and advice on using the question-answer relationship procedure and basal readers.

Alvermann, Donna E.; Olson, James R. "Discussing Read-Aloud Fiction: One Approach for Motivating Critical Thinking," *Reading Horizons*, v28 n4 p235-41 Sum 1988.

Describes one teacher's reading aloud a Paula Danziger novel to motivate a group of adolescents to think and respond critically to read-aloud fiction. Includes examples of discussion strategies used to help students judge word play, recognize different points of view, and evaluate the author's ability to relate to her audience.

Fox, Carol; Sauer, Margery. "Celebrate Literature! A Spiraling Curriculum for Grades K-6." 1988. 15p. [ED 297 265]

Presents a multi-volume articulated literature curriculum for grades K-6. Describes how, by building upon established practices of reading aloud to children, the curriculum offers teachers information about genre, books, authors, and illustrators and provides a structure for using children's literature in the classroom. Describes seven guides that form a spiraling curriculum designed to teach students to understand, evaluate and appreciate literature, and achieve these goals: (1) to introduce children to their literary heritage; (2) to encourage children to read for pleasure and knowledge; (3) to provide children with knowledge of literary elements and structure; (4) to allow for creative response to literature; (5) to develop children's ability to evaluate literature; and (6) to develop independent readers and learners.

Levesque, Jeri. "ELVES: A Read-Aloud Strategy to Develop Listening Comprehension (In the Classroom)," *Reading Teacher*, v43 n1 p93-94 Oct 1989.

Describes ELVES (Excite, Listen, Visualize, Extend, Savor), a read-aloud strategy designed to develop listening comprehension and maintain elementary school students' initial excitement about reading.

Markle, Aldeen B. "Developing Critical Thinking Skills through Literature," *School Library Media Quarterly*, v16 n1 p43-44 Fall 1987.

Discusses the value of literature and reading aloud in developing critical thinking skills and suggests several books to supplement the basal textbook.

Sullivan, Joanna. "Read Aloud Sessions: Tackling Sensitive Issues through Literature," *Reading Teacher*, v40 n9 p874-78 May 1987.

Explains how read-aloud sessions can be developed in ways that help children deal with common concerns and provides an example.

Importance of Parent Involvement

Clary, Linda Mixon. "Parents Teach Reading, Too." 1989. 7p. [ED 310 359]

Tells why parents and teachers need to be involved in teaching children to read and to enjoy reading. Describes three planks in a platform that will help all parents become involved in their children's learning to read: 1) parents must set the example; 2) they must follow up on reading by helping youngsters to write and bind their own books, taping excerpts of youngsters reading favorite parts of books, creating book character "parades," and watching TV shows about books; and 3) parents must find out about the instructional program at the child's school. Concludes that by reading to their youngsters, reacting with them to books, and overseeing school programs parents can teach their children to read and to enjoy reading.

Daly, Nancy Jo; and others. "Clues about Reading Enrichment." 1987. 36p. [ED 288 186]

Describes an illustrated guide that provides tips, suggestions, and activities that parents can follow at home to help their children read. Notes that regularly reading aloud to and with children is an important way for parents to help improve children's reading, writing, and thinking skills, and at the same time to enhance the parent-child bond.

Demos, Elene S. "Parents: An Untapped Resource," *Reading Horizons*, v28 n1 p34-38 Fall 1987.

Focuses upon parental involvement in reading and examines research and activities that can be beneficial at home and at school.

"Help Your Child Become a Good Reader." 1987. 5p. [ED 278 954]

Focuses on reinforcing students' reading skills at home. Emphasizes that parents should read aloud to children, talk to them about their experiences, take them places, limit their television-watching, and take an interest in their reading progress. Contends that success and interest in reading depends largely on whether: 1) children acquire knowledge at home; 2) parents converse with them; 3) parents encourage children to talk about their feelings; and 4) whether parents read

aloud to them. Provides fifteen ideas for promoting reading.

Book Recommendations

Michener, Darlene M. "Test Your Reading Aloud IQ," *Reading Teacher*, v42 n2 p118-22 Nov 1988.

Discusses the importance of reading aloud to young children. Suggests several books for reading aloud at the elementary level.

Silvey, Anita. "I Have Come Home to Tell You the Truth." 1988. 19p. [ED 300 759]

Reflects on the experiences of the Horn Book Magazine's editor-in-chief during the 20 years following her graduation from Indiana University. Provides ten qualities which are important in selecting books to read aloud to children: (1) strong plot lines; (2) characters with whom children can identify; (3) characters who must make a moral choice; (4) ambiguity about what is happening in the plot or to a character; (5) books that tie into something other than the reading curriculum; and (6) books easily adapted for writing exercises. Contains a list of the speaker's 25 favorite books for K-8.

Smith, Nancy J.; and others. "Making the Literate Environment Equitable," *Reading Teacher*, v40 n4 p400-07 Jan 1987.

Surveys 254 teachers in Texas and Kansas to determine their favorite books for reading aloud to children. Shows that their preferences included twice as many male protagonists as female and that these males were portrayed more positively than the females.

"Stories to Be Read Aloud (Booksearch)," *English Journal*, v78 n2 p87-90 Feb 1989.

Presents junior and senior high school teachers' suggestions for short stories to read aloud in a single class period, including "The Laughing Man" (J.D. Salinger), "A & P" (John Updike), "Epicac" (Kurt Vonnegut), "The Story of an Hour" (Kate Chopin), and "The Yellow Wallpaper" (Charlotte Perkins Gilman).

"Read-Aloud Books: An Annotated Bibliography, Grades 4-8." 1987. 36p. [ED 300 762]

Presents books for reading aloud to children in grades 4-8. Provides 140 entries, listed alphabetically by author, that provides the author's name, title, publisher, sequels or related books, a brief annotation about the plot, and grade level.

"Booksearch: Recent Novels Used for Common Reading," *English Journal*, v77 n1 p72-78 Jan 1988.

Presents 13 teachers' suggestions for recent novels to use for common reading or classroom teaching at various grade levels.

Research

Craddock, Sonja; Halpren, Honey. "Developmental Listening in a Whole Language Classroom," *Canadian Journal of English Language Arts*, v11 n1 p19-23 1988.

Explains the difference between a reading aloud to children program designed to motivate children to read, and a developmental listening program which provides a focus for listening in a whole language environment and requires response and evaluation.

Herzing, Michelle. "Children's Literature in Secondary School," *Journal of Reading*, v32 n7 p650-51 Apr 1989.

Argues that children's literature has a place in the remedial secondary school reading class. Relates the positive reaction of seventh grade students having "Jack and the Beantree" read to them.

Iarusso, Marilyn Berg. "How to Promote the Love of Reading," *Catholic Library World*, v60 n5 p212-18 Mar-Apr 1989.

Summarizes current research on teaching children to love reading, and identifies techniques that can be used by parents, teachers and librarians to foster this attitude. Discusses the value of reading aloud to children, selecting children's books, the different interests of boys and girls, and reading to develop values.

Matthews, Charles E. "Lap Reading for Teenagers," *Journal of Reading*, v30 n5 p410-13 Feb 1987.

Argues that reading aloud to teenagers can provide some of the same benefits that lap reading gives to younger children.

Radecki, Kay K. "An Annotated Bibliography of the Literature Examining the Importance of Adults Reading Aloud to Children." 1987. 67p. [ED 296 274]

Documents the change in attitudes toward adults' (parents and teachers) reading aloud to children since the late 1950s to determine if the practice is strongly correlated to early fluency for young readers.

ERIC

Focused Access to Selected Topics No. 47
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Reading and Writing Assessment in Middle and Secondary Schools

by Jerry Johns and Peggy VanLeirsburg

The increased emphasis on accountability at the national, state, and local levels requires educators to become more knowledgeable in the area of assessment. This *FAST Bib*, based on entries from the ERIC database, contains selected references from 1986 through 1989. The bibliography is organized into six sections: Overview, National Assessment of Educational Progress (NAEP)/ State-Mandated Testing, Standardized Tests, Informal Measures, Special Populations, and Content Area Assessment. The research and opinions contained in these citations are intended to help school personnel gain current information for reading and writing assessment in middle and secondary schools.

Overview

Hancock, Maxine. *Teaching and Evaluating Reading in the Senior High School. A Monograph to Accompany Reading 10.* 1988. 160p. [ED 293 110]

Provides background material as well as suggestions for implementing the Reading 10 program (a Canadian developmental reading course in secondary schools), which was designed to improve students' strategies for learning from text. Deals with structural, philosophical, and practical aspects of the Reading 10 course. Concludes with a report, Learning to Learn from Text: A Framework for Improving Classroom Practice.

Singer, Harry; Balow, Irving H. *Proficiency Assessment and Its Consequences. Final Report.* 1987. 82p. [ED 290 127]

Presents findings of several comparative and experimental studies that investigated three aspects of California's 1980 proficiency assessment: tests, remedial courses, and changes in implementation of the law. Offers recommendations to help school district proficiency programs result in more economical, more equitable, and higher quality education.

Willinsky, John; Bobie, Allen. "When Tests Dare to Be Progressive: Contradictions in the Classroom." 1986. 16p. [ED 278 964]

Comments on statewide competency testing as a high school graduation requirement that represents a threat to those who encourage broad notions of reading and writing, even when some of testing innovations in reading and writing mean a step forward in education. Contends that the compulsion of exam preparation remains a major source of distortion that can render even the most promising approach a rote and remote exercise.

National Assessment of Educational Progress (NAEP)/State-Mandated Testing

Auchter, Joan Chikos; Patience, Wayne. "Decentralized Large Scale Essay Scoring: Methods for Establishing and Evaluating Score Scale Stability and Reading Reliability." 1989. 41p. [ED 307 321]

Describes methods used by the General Educational Development Testing Services (GEDTS) to establish and maintain score stability and reading reliability on its direct assessment of writing. Illustrates importance of training readers and monitoring sites.

Beaton, Albert E. "Sampling Design for the 1990 Trial State Assessment Program." 1989. 9p. [ED 306 298]

Raises questions about differences across states in sampling and administration of the trial state assessment program into the design of the 1990 NAEP.

Ferrara, Steven; and others. "Local Assessment Responses to a State-Mandated Minimum-Competency Testing Program: Benefits and Drawbacks." 1988. 31p. [ED 294 892]

Describes assessment activities of four school districts in Maryland designed to parallel a state-mandated competency-testing program required for high school graduation and to report uses of

scores and positive and negative impacts from assessment activities. Finds that: (1) teachers were enthusiastic about participating in item development and essay scoring; (2) increased emphasis on basic skills objectives, to the detriment of other learning outcomes, was exacerbated by parallel assessments; and (3) further consideration should be given to state involvement in the development and administration of competency tests.

Goldberg, Gail Lynn; Walker-Bartnick, Leslie. "Designing a Review and Appeal Process for a Large Scale Writing Assessment Program." 1989. 21p. [ED 308 219]

Evaluates a pilot project of large-scale direct assessment of writing, the Maryland Writing Test (MWT). Reports data from 1987 and 1988 to indicate that MWT scores have a high degree of validity.

Kirsch, Irwin S.; Jungeblut, Ann. *Literacy: Profiles of America's Young Adults.* 1986. 79p. [ED 275 692]

Describes the 1985 NAEP assessing literacy skills of America's young adults. Finds that while the overwhelming majority of young adults adequately perform tasks at the lower levels on three literacy scales (prose, document, and quantitative literacy), a sizeable number of young adults appear unable to do well on tasks of moderate complexity.

Standardized Tests

Caldwell, JoAnne. "Test Review: Reading Style Inventory," *Journal of Reading*, v30 n5 p440-44 Feb 1987.

Concludes that the test has basic problems in construction, interpretation, validity, and reliability.

Canney, George. "Metropolitan Achievement Tests (MAT6) Reading Diagnostic Tests (Test Review)," *Journal of Reading*, v33 n2 p148-50 Nov 1989.

Reviews the Reading Diagnostic Tests which form part of the battery of survey and diagnostic Metropolitan Achievement Tests. Finds the tests to be an impressive tool for diagnosing the reading strengths and weaknesses of elementary and junior high students.

Cooter, Robert B., Jr. "Gates-MacGinitie Reading Tests, Third Edition. Levels 5/6, 7/9, and 10/12 (Test Review)," *Journal of Reading*, v32 n7 p656-58 Apr 1989.

Reviews the third edition of this widely-used assessment instrument. Concludes that the test is reliable, quick and easy to administer, and that the publishers provide many special services. Lists liabilities as lack of validity evidence, omission of reading and study skills, and lack of distinctions among different types of reading comprehension.

Loyd, Brenda H.; Steele, Jeannie L. "Assessment of Reading Comprehension: A Comparison of Constructs," *Reading Psychology*, v7 n1 p1-10 1986.

Investigates whether standardized tests measure the same comprehension construct as free recall assessment techniques.

Informal Measures

Duffelmeyer, Frederick A.; Duffelmeyer, Barbara Blakely. "Main Idea Questions on Informal Reading Inventories," *Reading Teacher*, v41 n2 p162-66 Nov 1987.

Notes the problem that comprehension questions that claim to assess students' skills in finding main ideas may in fact be measuring their skill at identifying the topic of a passage.

Flint-Ferguson, Janis; Youga, Janet. "Making Evaluation a Part of the Learning Process," *Journal of Reading*, v31 n2 p140-45 Nov 1987.

Lists suggestions for alternative methods of evaluation that will bring teaching and evaluation methods into close correspondence (as opposed to following creative teaching with a memorization test). Contends methods of evaluation should become part of the learning process, not just measure recall of information given by the teacher.

Fuchs, Lynn S.; and others. "The Validity of Informal Reading Comprehension Measures," *Remedial and Special Education (RASE)*, v9 n2 p20-28 Mar-Apr 1988.

Assesses the criterion, construct, and concurrent validity of four informal reading comprehension measures (question answering tests, recall measures, oral passage reading tests, and cloze techniques) with 70 mildly and moderately retarded middle and junior high school boys. Indicates that the correct oral reading rate score demonstrated the strongest criterion validity.

Olson, Mary W.; Gillis, M. K. "Test Type and Text Structure: An Analysis of Three Secondary Informal Reading Inventories," *Reading Horizons*, v28 n1 p70-80 Fall 1987.

Suggests that informal reading inventories (IRIs) should include both narrative and expository passages. Describes a study of several reading inventories indicating that some current secondary school IRIs have been constructed

with some consistency of text types, but failed to reveal a clear picture of text structure for the inventories.

Royer, James M.; and others. "The Sentence Verification Technique: A Practical Procedure for Testing Comprehension," *Journal of Reading*, v30 n5 p414-22 Feb 1987.

Introduces a technique for comprehension assessment that allows teachers who have had only a moderate amount of training to develop tests that are valid, reliable, and interpretable. Notes that the procedure can be based on any text without an extended tryout and revision process.

Special Populations

Bender, Timothy A.; Hom, Harry L., Jr. "Individual Differences in Achievement Orientation and Use of Classroom Feedback." 1988. 18p. [ED 298 156]

Compares individual differences in achievement orientation with differences in gifted students' use of feedback on a classroom exam. Finds that differences in motivational orientation were related to post-test performance on the Motivational Orientation Scale and the students' use of feedback.

Gomez, Mary Louise. "Testing Policies and Procedures for the At-Risk Student Program Area." 1986. 41p. [ED 304 454]

Describes the testing procedures for the At-Risk Student Program Area, part of the National Center on Effective Secondary Schools, to determine how these secondary students are affected by special programs. Uses data to: (1) help inform program designers, teachers, and administrators about the effects of special programs; (2) highlight the skills and weaknesses of students within a program; and (3) allow researchers to compare and contrast programs.

Noble, Christopher S.; and others. "Omit Rates on Criterion-Referenced Tests for Different Ethnic Groups: Implications for Large Scale Assessment." 1986. 14p. [ED 278 679]

Examines the relationship between item omission and item position on criterion-referenced tests in the Texas state assessment program. Provides information for framing test administration procedures in such a way that students from any particular ethnic group are not unfairly penalized.

Plato, Kathleen; and others. *A Study of Categorical Program Participation of Chapter 1 Students*. 1986. 157p. [ED 293 958]

Reviews the extent to which students served by Chapter 1 also received services from other categorical programs. Finds that: (1) children served in two programs are usually served in two different subjects; (2) Chapter 1 migrant students are more likely served by more than one program than Chapter 1 regular students; (3) multiply-served students scored lower in reading and mathematics than did singly-served students; (4) there is a dramatic decrease in special program services in grades 8 and 10 even though test scores at those grades show that students do not have a decreased need for such services; (5) students served in categorical programs are older and more likely male than students not served; (6) multiply-served students tend to be older than singly-served students; (7) Hispanics dominate the Chapter 1 migrant population, and Asians dominate the bilingual population; (8) self-reported absentee rates among special program students do not differ from those of the general population; (9) special program students are less likely to have preschool experiences or day care than the general population; (10) evidence of behavioral problems were present in the records of both the singly- and multiply-served child; and (11) students served by one special program appear to be experiencing only moderate academic difficulty; multiple services were reserved for the most seriously troubled students.

Content Area Assessment

Anderson, Thomas H.; Huang, Shang Cheng Chiu. "On Using Concept Maps to Assess the Comprehension Effects of Reading Expository Text." Technical Report No. 483. 1989. 35p. [ED 310 368]

Uses concept maps to measure knowledge after reading expository text. Finds that subjects, 131 eighth-graders, scored better on a mapping test than a short answer test. Notes that mapping test scores correlate with classroom grades and standardized measures of achievement.

Brownson, Jean. "Using Knowledge to Build Knowledge: The Thematic Approach to Content Reading." 1988. 11p. [ED 292 628]

Addresses the problem that lack of conceptual knowledge of some children may contribute to difficulty understanding content texts. Suggests strategies and activities designed to develop skills, strategies, and interest in reading.

Tobias, Sigmund. "Mandatory Text Review and Interaction with Student Characteristics," *Journal of Educational Psychology*, v79 n2 p154-61 Jun 1987.

Studies students who were randomly assigned to read a text passage displayed on microcomputers in one of four conditions: (1) required reviewing of main text; or (2) alternate text when responses to adjunct questions were incorrect; (3) reading with adjunct questions; and (4) reading without adjunct questions.

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Focused Access to Selected Topics No. 42
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Reading-Writing Relationships

by Jerry Johns and Roberta L. Berglund

Literacy research and instruction is becoming more focused on connections between reading and writing. This *FAST Bib*, based on entries to the ERIC database, contains selected references from 1985 to 1989. The bibliography is organized into four sections: (1) Overview, (2) Research, (3) Integrating Language Arts, and (4) Classroom Applications. The entries in these sections should help teachers understand the relationships between reading and writing and identifying ideas for implementation into classrooms.

Overview

Braun, Carl. "Facilitating Connecting Links between Reading and Writing." 1986. 27p. [ED 278 941]

Emphasizes the learning process and involves demonstrations of learning by the teacher. Suggests that the following classroom strategies can be employed to help students make reading/writing connections: (1) teacher-student conferences, which allow teachers to gain insight into their students' interests and needs while sharing insights about the learning process and stimulating further engagement; (2) group talk, such as a listening response or a discussion of a text; (3) group cloze procedures that emphasize semantic mapping, which represents visually the link between spoken and written texts.

Brooks, Gerry H. "Exploring the World through Reading and Writing," *Language Arts*, v65 n3 p245-53 Mar 1988.

Supports the argument that reading and writing ought to be taught together, and seeks to persuade the reluctant teacher by giving reasons for interweaving composition and literature seamlessly.

Corcoran, Bill; Evans, Emrys, Eds. *Readers, Texts, Teachers*. 1987. 264p. [ED 279 012]

Focuses on the need to offer and encourage the experience of reading literature in elementary schools. Explicates the range of theory known as reader-response criticism. Argues its distinctive relevance to the needs of young, developing readers. Indicates how classroom practices might be changed to accommodate the insights offered by reader-response theories.

Funderburk, Carol. "A Review of Research in Children's Writing." 1986. 13p. [ED 280 063]

Sresses Piaget's postulate that cognitive development is linear—that children progress through stages of development whereby tasks are mastered at certain levels of cognitive understanding. Examines the stages of children's writing processes (prewriting, composing, revising), as well as language development, drawing, and reading.

Graves, Donald; Stuart, Virginia. *Write from the Start: Tapping Your Child's Natural Writing Ability*. 1985. 237p. [ED 265 569]

Shows what can happen when teachers and parents realize that every child can write. Tells the story of children who have discovered the joys of writing and of the parents and teachers who have helped them make that discovery.

Hansen, Jane. *When Writers Read*. 1987. 242p. [ED 282 226]

Focuses on encouraging students to take responsibility for their own learning and giving them a sense of control over their efforts. Explores how the response approach to writing instruction can be put to good use in teaching children to read.

Harp, Bill. "Why Are Your Kids Writing during Reading Time?" *Reading Teacher*, v41 n1 p88-89 Oct 1987.

Presents a hypothetical situation on an elementary school principal's concern for students' writing during reading time, and offers a possible teacher's response with information about the direct tie between writing and reading improvement.

Johnson, Terry D.; Louis, Daphne R. *Literacy through Literature*. Revised Edition. 1987. 160p. [ED 285 204]

Stresses the notion that children become literate by trying to read and write in a supportive

atmosphere with interesting books, rather than being instructed in isolated language skills. Offers ideas for using children's literature and related activities as an alternative to basal readers to make learning language skills enjoyable for children.

Shanahan, Timothy. "The Reading-Writing Relationship: Seven Instructional Principles," *Reading Teacher*, v41 n7 p636-47 Mar 1988.

Proposes seven instructional principles based upon research on the reading-writing relationship, and suggests specific techniques for each principle.

Smith, DeWayne. "Reading. English Language Concept Paper Number 5," 1987. 13p. [ED 287 156]

Notes that both comprehension and decoding are used by effective readers and that both processes should be taught. Focuses on effective strategies for reading instruction. Includes a list of recommended comprehension instruction activities, such as correlating reading and writing, discussing key concepts and vocabulary, using semantic mapping, and providing students with objectives. Emphasizes the use of strategies for teaching word identification and comprehension to foster increased reading ability and a love of reading.

Sternglass, Marilyn S. "Instructional Implications of Three Conceptual Models of Reading/Writing Relationships," *English Quarterly*, v20 n3 p184-93 Fall 1987.

Notes that varying the conceptual models of the relationship between reading and writing processes as parallel, interactive, or transactional has influenced instructional practices.

Research

Jagger, Angela M.; and others. "Research Currents: The Influence of Reading on Children's Narrative Writing (and Vice Versa)," *Language Arts*, v63 n3 p292-300 Mar 1986.

Illustrates how all of the language arts are used by teachers and students to uncover the imaginative potential of language and their creative potential. Models ways of thinking about and investigating how instructional experiences affect learning.

Lewis, Janice. "Support for Reading and Writing as Shared Developmental Processes." Paper presented at the 18th Annual Meeting of the Western College Reading and Learning Association, 1985. 15p. [ED 254 826]

Studies the knowledge required and the thinking involved in both reading and writing. Presents theories that both reading and writing are meaningful composing processes, and that experience in one process has an impact on the other. Suggests that there are some benefits from teaching reading and writing together, provided instruction is given in both with the intent of building on their similarities.

Marino, Jacqueline L; and others. "The Effects of Writing as a Prereading Activity on Delayed Recall of Narrative Text," *Elementary School Journal*, v86 n2 p199-205 Nov 1985.

Suggests a theoretical framework and a task-specific procedure for integrating reading and writing. Supports the notion of using writing as an orienting task prior to reading.

Pickens, Alex L. "Literacy Instruction," *Educational Perspectives*, v24 n1 p26 1986. [ED 285 156]

Presents five articles focusing on the creation of a literate society where people appreciate literature and can use reading to enrich their lives.

Whyte, Sarah S. "The Connection of Writing to Reading and Its Effect on Reading Comprehension." 1985. 28p. [ED 278 940]

Cites specific writing activities that enhance reading comprehension. States that reading and writing mutually affect learning; educators should teach reading and writing together within a contextual framework.

Integrating the Language Arts

Kane, Katharine A. "Integrating the Language Arts: Alternatives and Strategies." Paper presented at the 33rd Annual Meeting of the International Reading Association, 1988. 4p. [ED 294 161]

Proposes integrated language arts as tools for learning in all content areas. Notes that the core of this new curriculum is to help students make sense out of a piece of literature by moving into, through, and beyond a text.

Routman, Regie. *Transitions: From Literature to Literacy*. 1988. 352p. [ED 300 779]

Describes a successful literature-based program, and offers suggestions on how any elementary classroom can benefit from a transition from skill-oriented basal texts to literature-based whole language programs.

Scott, Diana; Piazza, Carolyn L. "Integrating Reading and Writing Lessons," *Reading Horizons*, v28 n1 p57-64 Fall 1987.

Describes a cooperative endeavor between university and public school professionals in integrating reading and writing lessons. Describes the Developmental Reading and Writing Lesson program's prereading/prewriting, guided silent reading and revising, skill development and editing, and independent follow-up activities.

Tway, Eileen. *Writing Is Reading: 26 Ways to Connect.* 1985. 56p. [ED 253 877]

Suggests integration of the skills of writing and reading at an early age. Discusses research concerning the cognitive processes and acquisition of reading and writing skills, and presents teaching methods and resources to help young children make the connection.

Wagner, Betty Jane. "ERIC/RCS Report: Integrating the Language Arts," *Language Arts*, v62 n5 p557-60 Sep 1985.

Reviews materials from the ERIC system and other sources on providing natural learning situations in which reading, writing, speaking, and listening can be developed together for real purposes and real audiences in the self-contained elementary classroom.

Classroom Applications

Balajthy, Ernest. "Process Writing in the Intermediate Grades: Magical Panacea or Oversold Cliche?" Paper presented at the Conference on Language and Literacy. 1986. 19p. [ED 275 004]

Describes the concepts underlying the "whole language approach," and then examines some of the problems facing intermediate-grade teachers as they teach the writing process in their classes. Outlines the developmental writing needs of intermediate-grade students, and how writing can aid in identity building.

"The Classroom Reading Teacher," *Reading Teacher*, v41 n4 p483-95 Jan 1988.

Describes various activities designed for use in the reading classroom, including (1) cooperative learning activities, (2) reading and writing activities, (3) ways to improve comprehension, and (4) ways to encourage independent reading.

Heller, Mary F. "Comprehending and Composing through Language Experience," *Reading Teacher*, v42 n2 p130-35 Nov 1988.

Describes a Language Experience Approach (LEA) dictation given by sixth-grade remedial readers, and discusses some weaknesses in using LEA to teach remedial reading. Explains how LEA can be modified to produce a more effective model for reading comprehension and writing instruction.

Holbrook, Hilary Taylor. "ERIC/RCS Report: Writing to Learn in the Social Studies," *Reading Teacher*, v41 n2 p216-19 Nov 1987.

Provides a rationale for content area writing, and suggests ways it can be used for social studies instruction.

Janiuk, Delores M.; Shanahan, Timothy. "Applying Adult Literacy Practices in Primary Grade Instruction," *Reading Teacher*, v41 n9 p880-86 May 1988.

Suggests that learning the reasons for and uses of literacy is important for beginning readers. Describes a series of activities, based on practices used in adult literacy programs, that were designed to make first graders aware of the reasons for reading and writing.

McVitty, Walter, ed.; and others. "Getting It Together: Organising the Reading-Writing Classroom," 1986. 130p. [ED 278 043]

Emphasizes the importance of developing a social classroom climate. Addresses the organization of the reading/writing classroom.

Newkirk, Thomas; Atwell, Nancie, eds. *Understanding Writing: Ways of Observing, Learning, and Teaching.* 1988, 312p. [ED 288 205]

Contains 30 articles written by teachers of elementary school students designed to provide insights into the way students learn to write and to encourage teachers to examine their own theories and perceptions of writing and writing instruction.

Norris, Janet A. "Using Communication Strategies to Enhance Reading Acquisition," *Reading Teacher*, v41 n7 p668-73 Mar 1988.

Presents a transcript exemplifying principles used with beginning readers who may be unable to learn to read from traditional reading instruction. Claims strategies which allow children to communicate through written language enable them to make important discoveries about reading without knowledge of phonics or other metalinguistic skills.

Oberlin, Kelly J.; Shugarman, Sherrie L. "Purposeful Writing Activities for Students in Middle School," *Journal of Reading*, v31 n8 p720-23 May 1988.

Suggests that writing helps reading comprehension only if the writer is aware of the relationship between reading and writing and if the writing is purposeful. Presents three purposeful writing activities.

Wong-Kam, Jo Ann; Au, Kathryn H. "Improving a 4th Grader's Reading and Writing: Three Principles," *Reading Teacher*, v41 n8 p768-72 Apr 1988.

Presents three principles for working with poor readers in the upper elementary grades: (1) bring the class together as a literate community, (2) integrate reading and writing instruction, and (3) provide instruction on specific skills.

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Vocabulary Instruction in Secondary Education

by Richard Lansberry

Students in secondary classrooms encounter thousands of new words through their lessons and texts each year. Many of these words represent new concepts or new names for ideas with which students have had limited experience. It is impossible for an instructor to teach each new word; however, the correlation between a student's knowledge of the content vocabulary and his/her ability to comprehend the material is well established. The content area teacher has the difficult task of selecting which words/concepts are most important and providing the necessary experiences to insure that students learn them. This will often involve a number of exposures to a new word, with a group that is, at times, less than receptive to traditional forms of vocabulary study. The teacher who is able to employ a wide spectrum of techniques and motivational strategies will make learning content vocabulary more stimulating and enduring for students.

This bibliography is a review of literature in the ERIC database from 1976-1989 related to vocabulary instruction in secondary education. The majority of the citations provide articles with specific strategies for teaching vocabulary in content classrooms, regardless of the subject matter being taught. The remainder of the sources focus on the theoretical framework, recent research, and an overview of the rationale for vocabulary instruction in secondary content areas. Those teachers looking for new instructional ideas and seeking ways to improve their programs will find this collection of sources helpful.

Overview

Cunningham, Patricia M. "Teaching Vocabulary in the Content Areas," *NASSP Bulletin*, v63 n424 p112-16 February 1979.

Explores techniques for integrating vocabulary development activities into the content area classroom.

Graves, Michael F.; Prenn, Maureen C. "Costs and Benefits of Various Methods of Teaching Vocabulary," *Journal of Reading*, v29 n7 p596-602 April 1986.

Notes three types of instructional costs involved in teaching vocabulary, and discusses the benefits of some specific methods of vocabulary instruction.

Holbrook, Hilary Taylor. "A Content Vocabulary," *Journal of Reading*, v28 n7 p642-44 April 1985.

Explores problems surrounding direct instruction in vocabulary, and describes sources in the ERIC system offering other approaches to vocabulary development.

Maschek, Rose Marie. "Course Outline for Clinical Reading at the High School Level." 1987. 193p. [ED 169 480]

Divides content reading into two major sections: recognizing and understanding ideas, and recognizing and understanding words. Provides a number of teaching strategies with a focus on vocabulary development.

Ruddell, Robert. "Vocabulary Learning: A Process Model and Criteria for Evaluating Instructional Strategies," *Journal of Reading*, v29 n7 p581-587 April 1986.

Discusses the interactive nature of reading and vocabulary learning. Provides additional insight on how this interaction forms the basis for evaluation of approaches to vocabulary development.

Shuman, R. Baird. "Strategies in Teaching Reading: Secondary Curriculum Series." 1978. 128p. [ED 158 237]

Provides a comprehensive review of some of the problems the content area teacher faces in teaching reading. Describes several strategies for the improvement of reading skills through vocabulary instruction.

Simpson, Michele L. "Alternative Formats for Evaluating Content Area Vocabulary Understanding," *Journal of Reading*, v31 n1 p20-27 October 1987.

Addresses three problems: (1) What is involved in understanding a word or concept? (2) How is word knowledge measured? and (3) What are some alternative forms of vocabulary

development? Provides several techniques for evaluating vocabulary.

Standal, Timothy C.; Schaefer, Christine C. "Vocabulary Improvement: Program Goals and Exemplary Techniques." 1978. 11p. [ED 239 229]

Discusses and supports the essentials of any vocabulary improvement program. Depicts six components of an effective program.

Thelen, Judith N. "Vocabulary Instruction and Meaningful Learning," *Journal of Reading*, v29 n7 p603-609 April 1986.

Discusses the importance of vocabulary instruction to comprehension. Reviews several suggestions on how to make vocabulary instruction meaningful to students.

Reading Theories

Dollerup, Cay; and others. "Vocabularies in the Reading Process." 1988. 34p. [ED 295 124]

Argues that the reader's vocabulary is the result of an interplay between the reader's reading strategies and word knowledge, as well as the text and its contents.

Nelson, Joan Herber. "Expanding and Refining Vocabulary in Content Areas," *Journal of Reading*, v29 n7 p626-33 April 1986.

Suggests that new vocabulary words be presented in concept clusters and related to prior knowledge to assist organization in memory.

Sternberg, Robert J. "Components of Verbal Intelligence: Final Report." 1985. 91p. [ED 267 090]

Proposes an alternative theory of verbal comprehension, specifying the information-processing components which are the mediating variables underlying the acquisition of word meanings from context.

Recent Research

Alvermann, Donna E. "Research within Reach: Secondary School Reading: A Research Guided Response to Concerns of Reading Educators." 1987. 201p. [ED 282 187]

Provides secondary school teachers with a resource text which synthesizes reading related research on a variety of topics. Discusses vocabulary development and includes a comprehensive bibliography.

Kaye, Daniel B. "Verbal Comprehension: The Lexical Decomposition Strategy to Define Unfamiliar Words," *Intelligence*, v11 n1 p1-20 January-March 1987.

Tests the ability of secondary students to use a lexical decomposition strategy to define prefixed words. Supports the theory of internal context use.

Kononpak, Bonnie C. "Effects of Inconsiderate vs. Considerate Text on Secondary Students, *Journal of Reading Behavior*, v20 n1 p25-41 Spring 1988.

Reports that contextual information in natural text may have a limiting effect on learning the meaning of words. However, students may be satisfied with their limited understanding.

Sanacore, Joseph. "Linking Vocabulary and Comprehension through Independent Reading." 1988. 15p. [ED 300 798]

Reports that independent reading can serve as a practical method for linking vocabulary and comprehension. Presents this as a separate strategy which complements other approaches and expands word knowledge.

Wenglinski, John C. "Translating Research into Classroom Practice," *Journal of Reading*, v30 n6 p500-05 March 1987.

Provides information about a classroom implementation experiment in vocabulary research.

Williamson, Leon E. "Concrete Features of Vocabulary Development from Puberty through Adolescence." 1982. 18p. [ED 261 335]

Reviews a comprehensive study comparing the vocabulary development of seventh- and eleventh-grade students. Explains that the two populations differ on syllables, prefixes, combining forms, and derivational suffixes.

Strategies and Curriculum Applications

Anderson, Nina L. "Say What?" *Exercise Exchange*, v30 n1 p29-30 Fall 1984.

Describes an exercise to develop students' vocabulary using the more complex language on popular television programs.

Blachowicz, Camille L. "Making Connections: Alternatives to the Vocabulary Notebook," *Journal of Reading*, v29 n7 p643-49 April 1986.

Describes six strategies for teaching vocabulary: exclusion brainstorming, knowledge rating, connect two, semantic feature analysis and semantic gradients, concept ladder, and predict-o-gram.

Brown, Rexel E. "Vocabulary Development in the Classroom," *Journal of Children and Youth*, Spring 1981. 69p. [ED 200 310]

Presents the first of a four-article series providing a source book for teaching vocabulary to secondary students. Included is a discussion of weaknesses in vocabulary instruction and specific activities for developing vocabulary.

Carr, Eileen M. "The Vocabulary Overview Guide: A Metacognitive Strategy to Improve Vocabulary Comprehension and Retention," *Journal of Reading*, v28 n8 p684-89 May 1985.

Suggests a metacognitive strategy for improving vocabulary, which establishes a relationship between the new word and the reader's personal experiences.

Comprehension in the Content Areas, 7-12: Strategies for Basic Skills. 1979. 117p. [ED 199 693]

Offers strategies for improving comprehension in content areas. Presents a discussion of concept and vocabulary development.

Culver, Mary. "Word Retrieval," *Exercise Exchange*, v22 n1 p15-17 Fall 1977.

Describes a group discussion process for helping students make use of the vocabulary that normally lies dormant in their minds.

Cunningham, Patricia; and others. "Vocabulary Scavenger Hunts: A Scheme for Schema Development," *Reading Horizons*, v24 n1 p44-50 Fall 1983.

Describes an instructional procedure based on the findings of schema research, illustrating that the more students know about a subject, the better they can comprehend what they read about that subject.

Edwards, Audrey, T.; Dermot, Allan R. "A New Way with Vocabulary," *Journal of Reading*, v32 n6 p559-61 March 1989.

Provides a method that teaches vocabulary as a prereading activity using selected quotes. Emphasizes the use of word parts and context clues to learn new vocabulary.

Frager, Alan M. "An 'Intelligence' Approach to Vocabulary Teaching," *Journal of Reading*, v28 n2 p160-64 November 1984.

Describes a teaching strategy in which the teacher models interest in words and develops the students' ability to learn the labels for new thoughts, ideas, and concepts.

Fuchs, Lucy. *Teaching Reading in the Secondary School, Fastback 251*. 1987. 34p. [ED 281 165]

Provides several chapters on vocabulary development, including specific instructional methods and activities.

Ignoffo, Matthew F. "The Thread of Thought: Analogies as a Vocabulary Building Method," *Journal of Reading*, v23 n6 p519-21 March 1980.

Demonstrates why analogy exercises are useful in developing both vocabulary and concept formation.

Kaplan, Elaine M.; Tuchman, Anita. "Vocabulary Strategies Belong in the Hands of Learners," *Journal of Reading*, v24 n1 p32-34 October 1980.

Describes five strategies that foster independent learning of content area vocabulary.

Luere, Jeane. "Word Power: Vital to the 1980s." Paper presented at the Annual Meeting of the Rocky Mountain Modern Language Association, 1980. 11p. [ED 193 691]

Provides an instructional strategy which uses aural rehearsal, contextual experience, and oral drills to learn new words. Presents the use of media materials found in the students' environment as an effective instructional tool.

"Open to Suggestion, *Journal of Reading*, v27 n4 p364-66 January 1984.

Demonstrates the use of a vocabulary game for secondary school reading students, to develop their vocabulary.

"Open to Suggestion," *Journal of Reading*, v27 n7 p650-54 April 1984.

Describes activities that use jigsaw puzzles for vocabulary building with high school readers.

Piercey, Dorothy. *Reading Activities in Content Areas: An Idea Book for Middle and Secondary Schools*. 1976. 580p. [ED 130 251]

Includes a number of activities and teaching strategies for teaching reading in content areas. Focuses on classroom techniques for stimulating vocabulary development.

Richek, Margaret Ann. "Relating Vocabulary Learning to World Knowledge," *Journal of Reading*, v32 n3 p262-67 December 1986.

Discusses how becoming more aware of the origins of common words and learning how more sophisticated words relate to historical developments help students learn vocabulary.

Thompson, Loren C.; Frager, Alan, M. "Individualized Vocabulary Instruction in Developmental Reading," *Reading Horizons*, v26 n1 p47-53 Fall 1985.

Provides a technique for teaching vocabulary that integrates individual students' needs and experiences with the use of context in determining word meanings.

VanderMeulen, Kenneth. "Reading in the Secondary Schools: Teaching Students How to Add Words to Their Vocabulary," *Reading Horizons*, v17 n1 p66–70 1976.

Offers practical suggestions for improving the vocabularies of high school students.

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Eye Movements and the Reading Process

by Susan M. Watts

Since the turn of the century, researchers have studied eye movements to increase their knowledge of the reading process. Early eye movement research focused on physiological characteristics of eye movements during reading, such as perceptual span, fixations, saccades, and regressions. Within the past twenty years, much of the early research has been replicated, and early findings have been confirmed with the use of highly sophisticated measurement devices; however, much eye movement research today is concerned with the cognitive processes behind reading. In such research, eye movements are considered to be a reflection of those higher mental processes.

This *FAST Bib* addresses recent trends in eye movement research. Sources cited reflect concern with the reading of continuous text as opposed to the identification of letters or words in isolation and, with the exception of the citation provided to give an overview, are divided into three sections: Perceptual Processes, Cognitive Processes, and Reading Disability and Dyslexia.

Overview

Rayner, Keith. "Eye Movements in Reading and Information Processing." *Psychological Bulletin*, v85 n3 p618-60 May 1978.

Presents a comprehensive review of studies of eye movements in reading and of other information processing skills such as picture viewing, visual search, and problem solving.

Perceptual Processes

Lefton, Lester A.; and others. "Eye Movement Dynamics of Good and Poor Readers: Then and Now," *Journal of Reading Behavior*, v11 n4 p319-28 Win 1979.

Assesses eye movements of good and poor readers—third graders, fifth graders, and adults. Finds that fifth-grade students who were poor readers had relatively unsystematic eye movements with more fixations of longer duration than did good readers (both fifth-grade students and adults).

McConkie, George W. "Eye Movement Monitoring in the Study of Silent Reading." Paper presented at the Annual Meeting of the American Educational Research Association, 1979. 9p. [ED 184 050]

Summarizes the conclusions reached by eye movement studies regarding fixation duration and the region of text read during a fixation. Discusses the advantages of using an eye movement monitor connected to a computer-controlled text display in eye movement research.

McConkie, George W. "Eye Movements and Perception during Reading." Center for the Study of Reading, Urbana, IL. 1982. 86p. [ED 215 306]

Reviews the research on the visual perceptual processes occurring as people are engaged in the act of reading. The issues that are examined include the control of eye movements, perception during a fixation, and perception across successive fixations.

McConkie, George W.; Rayner, Keith. "The Span of the Effective Stimulus during Fixations in Reading." Paper presented at the Annual Meeting of the American Educational Research Association, 1973. 12p. [ED 083 579]

Presents a study in which text displayed on a cathode ray tube was varied as to the number of characters shown (size of the window). Changes in window size produced a clear effect, with a reduction in size to thirteen characters resulting in less efficient eye movement patterns.

McConkie, George W.; and others. *Perceiving Words during Reading: Lack of Facilitation from Prior Peripheral Exposure. Technical Report No. 243.* Center for the Study of Reading, Urbana, IL 1982. 55p. [ED 217 400]

Reports the results of a study in which the eye movements of sixteen college students were monitored as they read short texts on a cathode ray tube. Finds that words were read only when directly fixated and that word identification was not facilitated by information obtained peripherally prior to the fixation.

Morrison, Robert E.; Inhoff, Albrecht-Werner. "Visual Factors and Eye Movements in Reading," *Visible Language*, v15 n2 p129-46 Spr 1981.

Discusses the effects of variations in the physical attributes of text on eye movement behavior and the effects of physical word cues processed in the reader's parafoveal vision.

Rayner, Keith. "Eye Movements and the Perceptual Span in Beginning and Skilled Readers," *Journal of Experimental Child Psychology*, v41 n2 p211-36 Apr 1986.

Reports four experiments comparing the perceptual span in second-, fourth-, and sixth-grade readers and skilled adult readers. Suggests that the size of the perceptual span is variable and is influenced by text difficulty. Concludes that the size of the perceptual span does not cause slow reading rates in beginning readers.

Wolverton, Gary S. "The Acquisition of Visual Information during Fixations and Saccades in Reading." Paper presented at the Annual Meeting of the American Educational Research Association, 1979. 17p. [ED 178 861]

Designs an experiment to identify the points at which information is acquired during reading. Finds that while little, if any, information is obtained during the saccade, visual information is being acquired throughout the fixation and the kind of information being acquired may change over the course of the fixation. Finds that eye movements respond to stimulus manipulations within the fixation as well.

Cognitive Processes

Alessi, Stephen M. and others. "An Investigation of Lookbacks during Studying." *Technical Report No. 140.* Center for the Study of Reading, Urbana, IL 1979. 40p. [ED 177 494]

Investigates the effects of looking back at relevant sections of previously read text on comprehension. Finds that after reading 24 pages of text and inserted comprehension questions, answering in the lookback condition showed better comprehension of later information that was dependent upon the prerequisite information.

Blanchard, Harry E. "The Effects of Pronoun Processing on Information Utilization during Fixations in Reading." *Technical Report No. 405.* Center for the Study of Reading, Urbana, IL 1987. 17p. [ED 284 183]

Tests the hypothesis that the time it takes for information to be analyzed by a reader is sometimes delayed because the analysis of previously obtained information is not yet complete. Manipulates comprehension difficulty of text by varying the distance between a pronoun and its referent with the intent of delaying processing effects. Finds insufficient support for the hypothesis.

Blanchard, Harry E.; Iran-Nejad, Asghar. "Comprehension Processes and Eye Movement Patterns in the Reading of Surprise Ending Stories," *Discourse Processes*, v10 n1 p127-38 Jan-Mar 1987.

Examines the eye movement patterns of skilled adult readers when encountering a surprise ending to a story. Suggests that processing at the discourse level must be considered as an influence on the eye movement control system.

Carpenter, Patricia A. *Comprehension Processes in Reading, Final Report.* Carnegie-Mellon University, Pittsburgh, PA. 1980. 70p. [ED 198 479]

Conducts two studies examining short-term memory capacity and eye fixations as part of the reading comprehension process. Finds that readers made longer pauses at points of increased processing such as encoding infrequent words and making inferences.

Just, Marcel Adam; Carpenter, Patricia A. "A Theory of Reading: From Eye Fixations to Comprehension," *Psychological Review* v87 n4 p329-54 Jul 1980.

Presents a model of reading focusing on eye fixations as related to various levels of reading-words, clauses, and text units. Associates longer pauses with greater processing difficulty for a group of undergraduate students reading scientific articles.

McConkie, George W.; and others. *Some Temporal Characteristics of Processing during Reading. Technical Report No. 331.* Center for the Study of Reading, Urbana, IL. 1985. 65p. [ED 255 862]

Reports on an experiment that examined (1) whether letters that lie in the center of vision are used earlier in the fixation than letters further to the right, (2) how soon after a stimulus event can that event affect eye movement control, and, (3) how soon in a fixation can the presence of an orthographically inappropriate letter string be shown to influence eye movement decisions. Suggests that the response time of the eyes is shorter than is usually proposed in theories of visual processing, and that eye movement decisions are made later in the fixation than has often been assumed.

McConkie, George W.; and others. "What Is the Basis for Making an Eye Movement during Reading?" *Technical Report No. 287.* Center for the Study of Reading, Urbana, IL. 1983. 23p. [ED 234 374]

Investigates three hypotheses concerning the cognitive basis for making an eye movement during reading. Finds from review of the literature that the decision to move the eyes can be influenced by visual information acquired on the fixation which immediately precedes the movement, but processing of that information is not necessarily completed by the time the decision is made.

Pollatsek, Alexander; Rayner, Keith. "Eye Movement Control in Reading: The Role of Word Boundaries," *Journal of Experimental Psychology: Human Perception and Performance*, v8 n6 p817-33 Dec 1982.

Presents three experiments which investigate the functions of spaces between words in adult reading of text. Obtains results consistent with a two-process theory in which filling spaces in the papafoveal region disrupts guidance of the reader's next eye movement, and filling spaces in the foveal region disrupts processing of the fixated word as well.

Shebilske, Wayne L.; Fisher, Dennis F. "Eye Movements Reveal Components of Flexible Reading Strategies." Paper presented at the 30th Annual Meeting of the national Reading Conference, 1980. 16p. [ED 199 648]

Reports the results of a study of reading flexibility as monitored in two college graduates. Tests subjects after they have read an expository selection two times, and correlates eye movement patterns from the first reading with those from the second. Supports the notion that both macro and micro variations in eye movement patterns resulted from flexible reading strategies under voluntary control.

Zola, David. *The Effect of Redundancy on the Perception of Words in Reading. Technical Report No. 216.* Center for the Study of Reading, Urbana, IL. 1981. 116p. [ED 208 367]

Presents a detailed examination of twenty college students' eye movement patterns as they read a group of selected passages containing manipulations of word variables that involved interword redundancy and distorted spelling patterns. Supports the claim that language constraint does affect the manner in which information in text is processed during reading and suggests that certain aspects of visual detail have a high degree of cognitive prominence.

Zola, David. "The Effects of Context on the Visual Perception of Words on Reading." Paper presented at the Annual Meeting of the American Educational Research Association, 1979. 17p. [ED 184 075]

Presents observations of twenty college students reading video displays of texts to determine how readers fixate a word that is linguistically and contextually redundant and whether readers use less visual information when perceiving these highly redundant words. Finds very small differences between high and low redundancy conditions, raising doubts about the popular notion that interword context influences reading behavior.

Reading Disability and Dyslexia

Pavlidis, George Th. "Eye Movements in Dyslexia: Their Diagnostic Significance," *Journal of Learning Disabilities*, v18 n1 p42-50 Jan 1985.

Reviews the research suggesting that dyslexics' erratic eye movements are not simply a consequence of poor reading skills and that results of non-reading eye movement tasks demonstrate the influence of a brain malfunction. Reports that eye movement patterns and characteristics in the nonreading "lights" tests differentiated dyslexics from advanced, normal, and retarded readers.

Pavlidis, George Th. "How Can Dyslexia be Objectively Diagnosed?" *Reading*, v13 n3 p3-15 Dec 1979.

Describes experiments showing that the eye movement patterns of dyslexic children differed from those of normal and backward readers during both a reading and a nonreading task. Discusses possible causes of dyslexia and ways of diagnosing it.

Rayner, Keith. "Eye Movements, Perceptual Span, and Reading Disability," *Annals of Dyslexia*, v33 p163-73 1983.

Reviews research on the perceptual span and control of eye movements during normal reading and on the nature of eye movements in dyslexia. States that eye movements, rather than being the cause of dyslexia, reflect underlying neurological problems.

Rayner, Keith. "The Role of Eye Movements in Learning to Read and Reading Disability," *Remedial and Special Education (RASE)*, v6 n6 p53-60 Nov-Dec 1985.

Discusses characteristics of eye movements during reading for skilled, beginning, and disabled readers. Argues that eye movements are not a cause of reading problems and that training children with reading problems to make smooth, efficient eye movements will not increase their reading ability.

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Informal Reading Inventories

By Jerry Johns and Peggy VanLeirsburg

Informal reading inventories (IRIs) have been used for nearly half a century to help assess students' reading. Thus, the ERIC database contains numerous citations relating to IRIs. The citations in this *FAST Bib* were selected specifically to help professionals understand the history of, the uses of, and the issues surrounding IRIs. The major sections of this bibliography are: Overview, General Uses, Critiques and Issues, Validity and Reliability Research, and Special Populations. Abstracts for some of the items cited here have been abbreviated to allow for the inclusion of additional citations.

Overview

Demos, E. S. "Evaluation/Testing Procedures in Reading," *Reading Horizons*, v27 n4 p254-60 Sum 1987.

Discusses the evaluation and testing procedures schools use to evaluate and test reading achievement. Identifies three major categories of tests: achievement/survey, diagnostic, and IRIs.

Henk, William A. "Reading Assessments of the Future: Toward Precision Diagnosis," *Reading Teacher*, v40 n9 p860-70 May 1987.

Concludes that standard reading inventories may be made more useful by modifying them to assess the specific abilities and needs of disabled readers. Offers suggestions for making modifications.

Johns, Jerry L; Lunn, Mary K. "The Informal Reading Inventory: 1910-1980," *Reading World*, v23 n1 p9-19 Oct 1983.

Traces the origin and development of the IRI and discusses its future as an assessment tool.

Johnson, Marjorie Seddon; and others. *Informal Reading Inventories*, second edition. Reading Aids Series, IRA Service Bulletin. International Reading Association, Newark, DE. 1987. 164p. [ED 277 993; for the first edition, see ED 072 437]

Presents a comprehensive description of the use of IRIs and provides teachers and reading specialists with practical strategies for forming diagnostic impressions that are useful for planning reading instruction. Argues that the best IRIs evaluate reading through procedures that are as close as possible to natural reading activities and that there should be a close fit between assessment and instructional materials.

Pumfrey, Peter D. *Reading: Tests and Assessment Techniques*, second edition. United Kingdom Reading Association Teaching of Reading Monograph Series. International Reading Association, Newark, DE. 1985. 354p. [ED 298 448]

Describes various types of reading tests and assessment techniques. Outlines a strategy for selecting instruments. Includes a chapter on IRIs and oral miscue analysis. Concludes with an annotated bibliography of recent publications on the identification and alleviation of reading difficulties.

Searls, Evelyn F. "What's the Value of an IRI? Is It Being Used?" *Reading Horizons*, v28 n2 p92-101 Win 1988.

Reports on a survey which indicates that classroom teachers rarely use the Informal Reading Inventory. Suggests that teacher trainers focus on other more efficient means of obtaining reading diagnosis.

Walter, Richard B. "History and Development of the Informal Reading Inventory." 1974. 18p. [ED 098 539]

Presents the history of the IRI and the problems of validity, reliability, and the selection of performance criteria. Discusses the value of IRIs for determining the instructional level of students. Concludes with selected literature that supports the contention that most teachers cannot be successful in using the IRIs without training in construction, administration, and interpretation of such an instrument.

General Uses

Bader, Lois A.; Wiesendanger, Katherine D. "Realizing the Potential of Informal Reading Inventories," *Journal of Reading*, v32 n5 p402-08 Feb 1989.

Discusses the use of IRIs in evaluating reading performance. Notes that although the IRI provides an in-depth evaluation of reading behavior, it should be used in conjunction with other information to assess reading ability.

Blanchard, Jay; Johns, Jerry. "Informal Reading Inventories—A Broader View," *Reading Psychology*, v7 n3 piii-vii 1986.

Concludes that IRIs can be useful, flexible assessment and instruction tools in the hands of knowledgeable teachers. Offers suggestions for their use.

Harris, Larry A.; Lalik, Rosary M. "Teachers' Use of Informal Reading Inventories: An Example of School Constraints," *Reading Teacher*, v40 n7 p624-30 Mar 1987.

Reports on what started out to be a survey of the use of IRIs by teachers that revealed the technique to be embedded in a complex environment. Concludes that the use of IRIs and other diagnostic methods can be limited when teachers do not have primary responsibility for making placement decisions.

Kress, Roy. "Some Caveats When Applying Two Trends in Diagnosis: Remedial Reading" ERIC Digest Number 6. ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN. 1988. 3p. [ED 297 303]

Examines the use of IRIs for student placement in reading groups and the use of computerized diagnosis and its limitations. Encourages careful use to minimize limitations.

Masztal, Nancy B.; Smith, Lawrence L. "Do Teachers Really Administer IRIs?" *Reading World*, v24 n1 p80-83 Oct 1984.

Concludes that most elementary school teachers surveyed were familiar with IRIs and knew how to administer them.

Critiques and Issues

Caldwell, JoAnne. "A New Look at the Old Informal Reading Inventory," *Reading Teacher*, v39 n2 p168-73 Nov 1985.

Indicates that the format and use of the IRIs need to be modified in order to address recent research findings of schema theory, text analysis, and metacognition.

Cardarelli, Aldo F. "The Influence of Reinspection on Students' IRI Results," *Reading Teacher*, v41 n7 p664-67 Mar 1988.

Claims that in the conventional administration of the IRI comprehension diagnosis is inordinately influenced by the reader's ability to recall information. Suggests that allowing reinspection by the reader restores recall to its proper function and may result in other advantages.

Duffelmeyer, Frederick A.; Duffelmeyer, Barbara Blakely. "Main Idea Questions on Informal Reading Inventories," *Reading Teacher*, v41 n2 p162-66 Nov 1987.

Considers whether comprehension questions that claim to assess students' skills in finding main ideas may in fact be measuring their knowledge of identifying the passage topic.

Gillis, M. K.; Olson, Mary W. "Elementary IRIs: Do They Reflect What We Know about Text Type/Structure and Comprehension?" *Reading Research and Instruction*, v27 n1 p36-44 Fall 1987.

Analyzes four IRIs to determine the text type of each passage, whether narrative passages are well formed, and whether expository passages are well organized. Finds almost half the narratives poorly formed. Concludes that the lack of continuity in text type and organization could result in students' comprehension scores being erratic and invalid.

Warren, Thomas S. "Informal Reading Inventories—A New Format." Paper presented at the 11th Annual Meeting of the Southeastern Regional Conference of the International Reading Association, 1985. 11p. [ED 269 740]

Discusses weaknesses in both published and teacher-made IRIs. Suggests using the Fry readability formula. Introduces teachers to a new format for published inventories.

Validity and Realiability Research

Anderson, Betty. "A Report on IRI Scoring and Interpretation." Paper presented at the 31st Annual Meeting of the International Reading Association, 1986. 12p. [ED 271 725]

Examines what oral reading accuracy level is most appropriate for the instructional level and whether repetitions should count as oral reading errors. Includes tables indicating word recognition accuracy at each level of an IRI and percentage of oral reading accuracy with and without repetitions.

Duffelmeyer, Frederick A.; Duffelmeyer, Barbara Blakely. "Are IRI Passages Suitable for Assessing Main Idea Comprehension?" *Reading Teacher*, v42 n6 p358-63 Feb 1989.

Discusses characteristics reading passages must have if they are to be used for main idea assessment. Analyzes each grade one to grade

six passage on the Analytical Reading Inventory, Basic Reading Inventory, and Informal Reading Inventory, measuring suitability for use in main idea assessment. Finds many passages are unsuitable.

Fuchs, Lynn S.; and others. "The Validity of Informal Reading Comprehension Measures," *Remedial and Special Education (RASE)*, v9 n2 p20-28 Mar-Apr 1988.

Assesses the criterion, construct, and concurrent validity of four informal reading comprehension measures (question answering tests, recall measures, oral passage reading tests, and cloze techniques) with 70 mildly and moderately retarded middle and junior high school boys. Finds that correct oral reading rate score demonstrated the strongest criterion validity.

Helgren-Lempesis, Valerie A.; Mangrum, Charles T., II. "An Analysis of Alternate-Form Reliability of Three Commercially-Prepared Informal Reading Inventories," *Reading Research Quarterly*, v21 n2 p209-15 Spr 1986.

Examines the interclass and intraclass reliability of three published IRIs and their alternate forms and concludes that though acceptable, the reliabilities of the inventories suggest the need for cautious interpretation.

Homan, Susan P.; Klesius, Janell P. "A Re-Examination of the IRI: Word Recognition Criteria," *Reading Horizons*, v26 n1 p54-61 Fall 1985.

Confirms previous findings that the word recognition criterion for instructional reading level on IRIs should be set at about 95% for students reading at grade levels one through six.

Joels, Rosie Webb; Anderson, Betty. "Informal Reading Inventory Comprehension Questions: Are Classification Schemes Valid?" *Reading Horizons*, v28 n3 p178-83 Spr 1988.

Presents a study which examines elementary school students' performance on the JAT (Joels, Anderson, and Thompson) Reading Inventory, noting variable student performance on the different question types. Reports that the validity of the JAT as a diagnostic instrument is established.

Newcomer, Phyllis L. "A Comparison of Two Published Reading Inventories," *Remedial and Special Education (RASE)*, v6 n1 p31-36, Jan-Feb 1985.

Studies the extent to which two commercially published IRIs that identify the same instructional level when administered to 50 children in grades one through seven demonstrate a significant lack of congruence between the instruments, particularly at the intermediate grade levels.

Olson, Mary W.; Gillis, M. K. "Text Type and Text Structure: An Analysis of Three Secondary Informal Reading Inventories," *Reading Horizons*, v28 n1 p70-80 Fall 1987.

Suggests that IRIs should include both narrative and expository passages. Describes a study of several reading inventories indicating that some current secondary school IRIs have been constructed with some consistency of text types. No clear picture of text structure for the inventories was found.

Special Populations

Cheek, Earl H., Jr.; and others. "Informal Reading Assessment Strategies for Adult Readers," *Lifelong Learning*, v10 n7 p8-10, 25-26 May 1987.

Describes practical and readily accessible informal assessment strategies for evaluating adult readers. Includes (1) observation, (2) simplified reading inventories, (3) cloze procedures, (4) group reading inventories, (5) criterion- referenced tests, and (6) IRIs.

LaSasso, Carol; Swaiko, Nancy. "Considerations in Selecting and Using Commercially Prepared Informal Reading Inventories with Deaf Students," *American Annals of the Deaf*, v128 n4 p449-52 Aug 1983.

Offers guidelines for the selection and use of commercially prepared IRIs with deaf students. Modifications for deaf students pertain to: selection of the passage to begin testing, the criteria for oral and silent reading levels, and procedures for estimating students' reading potential levels.

Manning, Maryann; and others. "A Comparison among Measures of Reading Achievement with Low Income Black Third Grade Students." Paper presented at the 69th Annual Meeting of the American Educational Research Association, 1985. 26p. [ED 261 074]

Compares the results of different types of reading achievement measures for 58 low-income urban black third graders. Finds that correlations among all of the measures were moderate to high. Examination of teachers' judgments regarding reading book placement, as compared to test results, indicated that teachers underestimated students' reading ability and placements did not reflect test results.

Scales, Alice M. "Alternatives to Standardized Tests in Reading Education: Cognitive Styles and Informal

Measures," Negro Educational Review, v38 n2-3 pp99-106 Apr-Jul 1987.

Discusses students with various cognitive styles and their inability to perform well on standardized tests. Notes that impulsive and reflective style students seem to do better on informal tests. Suggests a combination of standardized and informal testing for making educational decisions.

Sullivan, Joanna. "Differences in the Oral Reading Performance of English and Spanish Speaking Pupils from the United States and Venezuela," *Journal of Research and Development in Education*, v19 n4 p68-73 Sum 1986.

Compares results of 90 pupils in grades one through three, half English-speaking and half Spanish-speaking, on IRIs administered in their respective countries. Determines by analysis of variance whether significant differences exist between decoding errors of pupils in both countries.

Focused Access to Selected Topics No. 30
a FAST Bib by the
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Reading Material Selection: K–12

by Ruth Eppele

This bibliography represents the diversity of articles added to the ERIC database from 1983 through 1988 on Reading Material Selection. Included are guidelines for selection of appropriate materials for various age groups; examples of various reading programs; conflicting opinions regarding censorship, bibliotherapy, and books for special needs populations.

Selection Guidelines

Bailey, Gerald D. "Guidelines for Improving the Textbook/Material Selection Process," *NASSP Bulletin*, v72 n506 p87–92 Mar 1988.

Offers nine suggestions to help build a leadership structure and a database for making appropriate textbook selections.

"Choose Science Books and Magazines," *PTA Today*, v12 n1 p20 Oct 1986.

Presents suggestions, directed to parents, for evaluating science books and magazines for children. Includes a brief annotated bibliography of several science periodicals.

Clayton, Victoria. "On the Cutting Edge: A Consideration of the Book Brain and Bookwhiz Databases," *Education Libraries*, v13 n1 p5–11 Win 1988.

Describes two interactive computer programs of adolescent literature that young readers can use to search for books they might enjoy reading. Discusses hardware and software requirements, database features, and search strategies.

Cullinan, Bernice E. "Books in the Classroom," *Horn Book Magazine*, v62 n2 p229–31 Mar–Apr 1986.

Emphasizes the importance of including good literature in elementary and secondary school curricula and the need to fight against watered down versions of texts.

Daly, Sally. "Happiness Is...Good Selection Techniques," *Catholic Library World*, v58 n5 p226–28, 231 Mar–Apr 1987.

Identifies resources to aid librarians in making material selections.

Garner, Imogen, comp.; and others. *Analyse and Select/Reject Information: Reading Strategies*. Booklet 3 in Inquiry Process Series. Western Australia Education Dept., Perth, Australia, 1986. 25 p. [ED 285 587]

Assists teacher librarians in teaching students the information skills appropriate to stage three of the inquiry process, i.e., analyzing and selecting/rejecting information. Defines five skills necessary for students to deal effectively with information from a variety of sources. Presents strategies for skill application.

Gee, Thomas C.; Rakow, Steven J. "Content Reading Specialists Evaluate Teaching Practices," *Journal of Reading*, v31 n3 p234–37 Dec 1987.

Lists teaching practices that content teachers could incorporate into their teaching to help students learn from texts. Recommends: (1) multiple texts; (2) study guides; (3) teaching metacognitive strategies; and (4) direct instruction and modeling plus independence.

Glazer, Joan I. "Notable Children's Trade Books in the Language Arts: 1985," *Language Arts*, v64 n3 p331–32 Mar 1987. Thematic Issue: Evaluation of Language and Learning.

Lists books published for children in 1985 that are either unique in their language or style, deal explicitly with language, or invite child response or participation.

Instructional Materials Approved for Legal Compliance, 1987–88. California State Dept. of Education, Sacramento. Curriculum Framework and Instructional Materials Unit. Publications Sales, California State Department of Education, Sacramento, CA, 1987. 275 p. [ED 288 645]

Lists instructional materials that were reviewed by a California Legal Compliance Committee using the social content requirements of the Educational Code concerning the depiction of males and females, ethnic groups, older persons, disabled persons, and others to ensure that the materials were responsive to social concerns. Includes publisher, title, International Standard

Book Number, copyright date, grade level, and Legal Compliance Committee termination date for all materials. Covers a broad range of subject areas from reading to math, references materials, sciences, art and music, computers, foreign languages, and many more.

McKenna, Michael C. "Using Micros to Find Fiction: Issues and Answers," *School Library Media Quarterly*, v15 n2 p92-95 Win 1987.

Describes Fiction Finder, a microcomputer program which retrieves children's fiction by subject, reading level, interest level, sex of protagonist, and length, and which provides a brief annotation for each book.

Schack, Gina D. "Experts in a Book: Using How-to Books to Teach the Methodologies of Practicing Professionals," *Roeper Review*, v10 n3 p147-50 Mar 1988.

Contains information about choosing, locating, and using how-to books, including an annotated bibliography of exemplary books in science, social science, research methodology, communication modes, and inventing and designing.

Suhor, Charles. *Two Problems in the Teaching of English*. ERIC Clearinghouse on Reading and Communication Skills, Urbana, IL, 1987. 29 p. [ED 281 901]

Discusses how to teach grammar and how to select literature that should be included in the curriculum.

Suggested Reading Lists

Language Arts Curriculum. Idaho School District 241, Grangeville, ID, 1986. 169 p. [ED 282 204]

Presents a kindergarten through grade 12 language arts curriculum. Provides a selective reading list for grades one through twelve.

Small, Robert C., Jr.; Kelly, Patricia P., Eds. "A Critical Look at Literature Worth Teaching," Virginia Association of Teachers of English, *Virginia English Bulletin*, v36 n2 Win 1986. 182 p. [ED 284 201]

In order to help teachers identify works of literature that will remain vibrant parts of their students' lives and give them new insights into themselves, their friends, and their enemies, this journal contains articles suggesting works that the authors themselves found most meaningful. Includes book reviews relevant to this themed issue of the journal.

Stahlschmidt, Agnes D. "Teaching with Trade Books, K-8: Library Resource Materials for Teachers and Students." Portions of this paper presented at the Annual Spring Conference of the National Council of Teachers of English, 1989. [CS 211 778]

Bibliography comprised of 54 annotations of library resource materials on: "Locating Titles on a Theme/Literary Genre"; "Identifying Titles for Reading Aloud"; "Learning to Express Yourself: Puppetry, Readers' Theater, Storytelling"; "Locating Information about Authors and Illustrators"; "Using Literature in the Classroom: Resources for the Professional Collection"; and "Just for Fun: Literature Activities." Includes a list of addresses of publishers/distributors.

Stone, Michael. "Utopia and Lilli Stubeck," *Children's Literature in Education*, v18 n1 p20-33 1987.

Reviews and analyzes "The True Story of Lilli Stubeck" by James Aldridge, winner of the 1985 Australian Children's Book of the Year. Recommends the book for both young people and adults because it demonstrates two vital human concerns, the search for truth and the improvement of the human condition.

Sutherland, Zena. *The Best in Children's Books. The University of Chicago Guide to Children's Literature, 1979-1984*. University of Chicago Press, 5801 S. Ellis Ave., Chicago, IL 60637, 1986. 511 p. [ED 273 991; paper copy not available from EDRS]

Contains short book reviews that have been previously published in the "Bulletin of the Center for Children's Books."

Reading Program Suggestions

Alfonso, Regina. "Modules for Teaching about Young People's Literature—Module 2: How Do the Elderly Fare in Children's Books?" *Journal of Reading*, v30 n3 p201-03 Dec 1986.

Provides a model for the evaluation of children's books in which old people are characters, that can also serve as a lesson aid for students. Lists 33 books for children that involve the elderly.

Alfonso, Regina. "Modules for Teaching about Young People's Literature—Module 4: Humor," *Journal of Reading*, v30 n5 p399-401 Feb 1987.

Describes a teaching unit that involves students in reading and analyzing elements of humor in young people's literature. Focuses on what makes quality humorous books funny as well as literary.

Carbo, Marie; and others. *Teaching Students to Read through Their Individual Learning Styles*. Prentice

Hall, Inc., Englewood Cliffs, NJ, 1986. 307 p. [ED 281 171]

Describes effective reading programs that promote reading success and achievement for children at all reading levels. Includes "Selecting and Adapting Reading Materials to Match Individual Reading Styles"; "The Carbo Recorded Book Method: Matching Global/Visual Reading Styles"; and others. Appendixes contain a learning style inventory, a reading style inventory, and a list of publishers and suppliers of commercial reading materials. Concludes with extensive references and a bibliography.

Flack, Jerry D. "A New Look at a Valued Partnership: The Library Media Specialist and Gifted Students," *School Library Media Quarterly*, v14 n4 p174-79 Sum 1986.

Suggests that media specialists can assist gifted learners by teaching them research skills, including the evaluation of information resources and how to design and carry out a plan of study, and by introducing them to good literature. Describes several model programs for gifted students.

Grubaugh, Steven. "Initiating Sustained Silent Reading in Your School: Ask, 'What Can SSR Do for Them?'" *Clearing House*, v60 n4 p169-74 Dec 1986.

Discusses the effects of a sustained silent reading (SSR) program on school administrators, teachers, librarians, and the students. Offers suggestions on setting up an SSR program.

Reyhner, Jon, ed. *Teaching the Indian Child: A Bilingual/Multicultural Approach*. Bilingual Education Program, Division of Elementary and Secondary Education, Eastern Montana College, Billings, MT, 1986. 289 p. [ED 283 628]

Presents ideas about resources and methods especially appropriate for Indian students.

Sledge, Andrea C. "This Book Reminds Me of You: The Reader as Mentor," *Reading Horizons*, v26 n4 p241-46 Sum 1986.

Outlines a development process that turns a reader into a mentor, someone who can recommend books to others with a high percentage of satisfied readers. Examines the influence of peers, teachers, and other adults with respect to their ability to increase the quantity and quality of what children read.

Staley, Rebecca R.; Staley, Frederick A. *Using the Outdoors to Teach Language Arts*. ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, NM, 1988. 96 p. [ED 294 705]

Presents a framework for using the outdoors as a vehicle for providing meaningful language arts experiences. Suggests ways of using children's literature in outdoor education and lists books and activities that could be used to study astronomy, American Indians, the desert, and environmental communications.

Summertime Favorites. National Endowment for the Humanities (NFAH), Office of Publications and Public Affairs, Washington, DC, 1988. 15 p. [ED 292 080]

Compiled from the reading lists of 60 exemplary schools, this "summertime" reading list provides titles of tried-and-true works published in or before 1960 which appeared on at least five of the school reading lists. Selections are divided according to grade level.

Censorship

Gambell, Trevor J. *Teaching Literature K-12: A Canadian Perspective*. Canadian Council of Teachers of English, 1986. 195 p. [ED 276 997]

Focuses on literature and the teaching of literature. Presents and discusses salient issues: reasons for teaching literature; the types, quality, and selection of literature; and literature and values. The second section deals with censorship in Canada; the third section treats four aspects of growth in response to literature; the fourth section discusses three aspects of the teaching of literature and includes a selected review of literature in Canadian curricula.

Gambell, Trevor J. "Censorship," *English Quarterly*, v19 n2 p108-19 Sum 1986.

Provides various definitions of censorship; describes a case of censorship in New Brunswick, Canada; explains what happens to materials that have been challenged; and provides a policy for dealing with challenged books and materials.

Kelly, Patricia P.; Small, Robert C., Jr., eds. "Censorship or Selection?" Virginia Association of Teachers of English. *Virginia English Bulletin*, v36 n1 Spr 1986. 127 p. [ED 268 586]

Explores the fine line between censorship (with an eye toward silencing ideas) and selection (with the recognition that just as literature can enlighten it can also degrade).

Small, Robert C., Jr. "Preparing the New English Teacher to Deal with Censorship or Will I Have to Face It Alone?" Paper presented at the 77th An-

nual Meeting of the National Council of Teachers of English, 1987. 16 p. [ED 289 172]

Discusses three kinds of censorship pre-service English teachers can be expected to face, and suggests ways to prepare them to recognize and deal with anticipated problems.

Bibliotherapy and Special Needs

Chatton, Barbara. "Apply with Caution: Bibliotherapy in the Library," *Journal of Youth Services in Libraries*, v1 n3 p334–38 Spr 1988.

Outlines three legitimate purposes of bibliotherapy, and discusses possible misuses of the problem novel as therapy for troubled children and adolescents.

Eldredge, J. Lloyd. "Sacred Cows Make Good Hamburger," *Academic Therapy*, v23 n4 p375–82 Mar 1988.

Two "sacred cows" inherent in reading instruction for disabled readers are rejected: disabled readers must be taught with simple reading materials, and most teaching time must be spent on reading skills. Two case studies illustrate the teaching of decoding skills and "dyad reading" of books selected by the disabled reader.

Kimmins, Elizabeth J. *The Reading Interests of Emotionally Disturbed Boys Ages 11 to 15*. 1986. 34 p. [ED 268 516]

Investigates whether the reading preferences of emotionally disturbed boys were the same as those of boys in the general population. Includes a three-page reference list.

Oberstein, Karen; Van Horn, Ron. "Books Can Help Heal! Innovative Techniques in Bibliotherapy," *Florida Media Quarterly*, v13 n2 p4–11 Win 1988.

Reviews the development of bibliotherapy as a diagnostic and therapeutic tool and discusses specific techniques for the selection of appropriate reading materials for both children and their parents.

"Policy Expanding Opportunities: Academic Success for Culturally and Linguistically Diverse Students," *College English*, v49 n5 p550–52 Sep 1987.

Notes the problem of teaching reading and writing in a way that is not racially or culturally biased. Offers teaching strategies for combating bias, including using a wide variety of works from other races and cultures that provide a range of minority perspectives in a non-stereotypical fashion.

Radencich, Marguerite C. "Literature for Minority Handicapped Students," *Reading Research and Instruction* v25 n4 p288–94 Sum 1986.

Annotates trade literature dealing with children or adolescents who are both handicapped and members of a minority group.

Wolverton, Lorrie. *Classroom Strategies for Teaching Migrant Children about Child Abuse*. ERIC Digest. ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, NM, 1988. 13 p. [ED 293 681]

Argues that bibliotherapy is an appropriate technique for bringing child abuse education to the classroom. Emphasizes that to be successful with the use of bibliotherapy the teacher must identify student needs and match needs to appropriate reading materials. Sixteen references are provided, grouped under the headings of self-concept activities, children's books on child abuse, and finding books for children.

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Focused Access to Selected Topics No. 26
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Content Area Reading in Secondary Education

by Mary Morgan

"There is growing evidence that U.S. secondary school students do not have the reading or study skills needed to comprehend the material in content area textbooks." (Jones, 1988) Although reading instruction is traditionally considered a subject for the English classroom, instructors in all disciplines are increasingly concerned with teaching strategies to improve their students' text comprehension.

This ERIC *FAST Bib* is devoted to practical teaching strategies for content area reading at the secondary level. Following a brief overview and a section on computer assisted reading strategies, three sections focus on strategies in specific content areas—mathematics, science, and social studies. The core of this *FAST Bib* then provides general strategies for reading instruction which are applicable to all content areas.

Overview

Alvermann, Donna E., ed.; and others. *Research within Reach: Secondary School Reading: A Research Guided Response to Concerns of Reading Educators.* (Revised). International Reading Association, Newark, DE, 1987. 201 p.[ED 282 187]

Focusing on how secondary school reading programs can be organized and on how their effectiveness can be measured, this book synthesizes reading research in several significant areas and makes concrete suggestions for using this research to improve reading instruction in content areas.

Jones, Janet Craven. "ERIC/RCS: Reading and Study Skills: Problems in the Content Areas," *Journal of Reading*, v31 n8 p756-59 May 1988.

Discusses possible causes of the lack of good reading and study skills among U.S. secondary school students. Describes several techniques for improving these skills.

Monahan, Joy N. "Commentary: Secondary Teachers Do Care...!" *Journal of Reading*, v 30 n8 p676-78 May 1987.

Discusses content area concern for secondary teachers.Presents two ideas to help teachers build the bridge from research finding to content classrooms: 1)an inservice plan that specifically teachers content teachers strategies which they, in turn, can use with students; and 2)the use of action research in the classroom.

Computer-Assisted Strategies

Phelps, Stephen; Smith, Lawrence L. "Microcomputer Applications for Content Area Vocabulary," *Reading Horizons*, v29 n2 p103-09 Win 1989.

Describes the use of microcomputers to enhance vocabulary instruction in content teaching.Reviews the types of software available.

Willing, Kathlene R. "Computer Simulations: Activating Content Reading," *Journal of Reading*, v31 n5 p400-09 Feb 1988.

Four field tests of Canadian software show that computerized interactive fiction teaches both history and independent reading/study skills.

Reading Strategies: Math and Science

Improving Students' Understanding of Math Word Problems. Oklahoma State Dept. of Education, Oklahoma City, OK, 1988. 12p. [ED 296 892]

Suggests a four-stage framework which students can apply to math problems and includes suggestions for each of the four stages of the problem-solving process. Discusses briefly nine other specific techniques. Includes exercises for teachers, sample work sheets for students, and a bibliography on problem solving.

Lloyd, Carol V.; Mitchell, Judy Nichols. "Coping with Too Many Concepts in Science Texts," *Journal of Reading*, v32 n6 p542-45 Mar 1989.

Describes a method of ranking the concepts in science texts in terms of these criteria: importance to the curriculum and student interest; the development of the concept in the text; and the level of background knowledge expected of students. Argues that these ratings should guide instruction.

Muth, K. Denise. "Research and Practice: Comprehension Monitoring: A Reading-Mathematics Con-

nection," *Reading Research and Instruction*, v27 n3 p60-67 Spr 1988.

Suggests a way of helping students apply their reading skills to solving math word problems. Claims comprehension monitoring is a set of skills that can be applied to both reading and math problem solving and helps students integrate their reading skills with their computational skills.

Siegel, Marjorie; and others. *A Critical Review of Reading in Mathematics Instruction: The Need for a New Synthesis*, 1989. 15p. [CS 009 446]

Reviews the literature on reading and mathematics and calls for a new synthesis which views reading as a mode of learning, focusing not on the acquisition of techniques but on the process of doing mathematics and the more humanistic aspects of the discipline. Identifies four alternative frameworks for the problem of "reading" mathematics.

Reading Strategies: Social Studies

Adomanis, James F. ; Schulz, Constance. "Using Document Reading Activity Packets (DRAP) in the Classroom," OAH *Magazine of History*, v2 n4 p33-41 Fall 1987.

Reviews a Document Reading Activity Packet (DRAP) concerning the "Fort Washington Incident" of the War of 1812 and the resulting court martial of Captain Samuel T. Dyson. Explains that this exercise is designed to stimulate students' interest in their own state histories as well as to pique their curiosity for further research.

Gray, Mary Jane. "One Route to Success in Reading History: The Goal Frame," *Social Studies*, v78 n6 p258-59 Nov-Dec 1987.

Identifies the "goal frame" as a method of text analysis which calls upon students to establish a purpose for reading. Provides an example in which students read a passage about Alexander the Great to determine his goals, plans, actions, and results. Concludes that this approach allows students to develop better comprehension and organizational skills.

Miller, Etta; and others. "One Dozen Ways to Turn Them on to Reading," *Social Education*, v51 n7 p486-87 Nov-Dec 1987.

Suggests twelve strategies for helping students read social studies material with greater comprehension. The strategies include simulations, debates, document, oral histories, current events, and differing accounts of history.

Smith, Richard J. "A Study Guide for Extending Students' Reading of Social Studies Material," *Social Studies*, v78 n2 p85-87 Mar-Apr 1987.

Proposes that, in addition to demanding literal comprehension of reading materials, study guides should contain questions that require the type of critical reading that promotes interactive, constructive, and dynamic cognitive behaviors. Provides a sample of a general study guide that would promote these reading behaviors.

Reading Strategies: General

Alvermann, Donna E.; and others. *Using Discussion to Promote Reading Comprehension*. International Reading Association, Newark, DE, 1987. 76p. [ED 287 160]

Drawing from observations of discussion in 24 different classrooms, this book will provide preservice and inservice teachers at the middle and high school levels with the motivation and knowledge to use discussion to foster student comprehension of content area text assignments.

Anthony, Helene M.; Raphael, Taffy E. *Using Questioning Strategies to Promote Students' Active Comprehension of Content Area Material*. Occasional Paper No. 109. Inst. for Research on Teaching, Michigan State Univ., East Lansing, MI, 1987.44p. [ED 280 011]

Examines prereading, during-reading, and postreading questioning activities to explore how instruction in questioning can enhance teachers' use of questions that promote comprehension and how teachers' instruction of students in such strategies can enhance their ability to comprehend content area texts independently.

Dean, Thomas W.; Ericson, Bonnie O. "Text Previews and Three Level Study for Content Area Critical Reading," *Journal of Reading*, v32 n4 p337-41 Jan 1989.

Describes the integration of text previews (teacher-developed synopses of the text) and three-level study guides (encouraging factual, inferential, and problem-solving responses). Claims a combination of these constitutes a powerful strategy for content area reading.

Brozo, William G. "Applying the Reader Response Heuristic to Expository Text," *Journal of Reading*, v32 n2 p140-45 Nov 1988.

Describes a reader response heuristic which approaches expository texts on a feeling and experiential level. Focuses on the work of one

student writer to show how the student's interpretations of a text on Arab-Israeli relations was mediated by the students' feelings and experiences.

Carnes, E. Jane. "Teaching Content Area Reading through Nonfiction Book Writing," *Journal of Reading*, v31 n4 p354-60 Jan 1988.

Describes a teaching unit for junior high school content area classes that is intended to provide students with effective strategies for reading nonfiction. The unit involves independent reading, research, and writing activities which culminate in the publication of student written nonfiction books on topics of the student's choice.

Dennis, Lynn; and others. "Project READ:S: Effective Design for Content Area Reading," *Journal of Reading*, v32 n6 p520-24 Mar 1989

Describes Project READ:S: (Reading Education Accountability Design: Secondary) designed to encourage teachers to adopt more effective techniques for presenting printed materials. Uses authoring diskettes to enable teachers to produce textbook comprehension modules (reading guides) to accompany the student throughout the reading process and assist in postreading discussions.

Fuch, Lucy. *Teaching Reading in the Secondary School. Fastback 251.* Phi Delta Kappa Educational Foundation, Bloomington, IN, 1987. 34p. [ED 281 165]

Provides practical information, classroom activities, and strategies for the instructor who wants to incorporate reading instruction into a particular content area. Chapters include: 1) reading in the content areas; 2) incorporating reading into lesson planning; 3) using questions to develop critical reading; and 4) reading and study skills, such as outlining, note-taking, and study methods.

Johnson, Linda Lee. "Learning across the Curriculum with Creative Graphing," *Journal of Reading*, v32 n6 p509-19 Mar 1989.

Describes an instructional technique called "creative graphing" in which students learn to reorder information visually, to interpret the graphic aids of their textbooks more easily, to highlight relationships that are not immediately apparent in the text, and to illuminate ideas for further exploration using charts, trees, stars, chains, and sketches.

Konopak, Bonnie C.; and others. "Reading and Writing: Aids to Learning in the Content Areas," *Journal of Reading*, v32 n6 p509-19 Mar 1989.

Suggests using writing to enhance students' learning of content material because a positive environment that encourages writing allows students to explore, analyze, and synthesize what they are learning in a content classroom.Enumerates principles for facilitating comprehension and recommends using a guided writing procedure.

Memory, David M.; Yoder, Carl Y. "Improving Concentration in Content Classrooms," *Journal of Reading*,v31 n5 p426-35 Feb 1988.

Presents a concentration improvement guide for students.Offers a procedure for effective presentation of the guide—reading and discussing the guide in small groups, followed by whole class discussion of reactions.

McClain-Ruelle, Leslie J. "Finessing Reading Strategies into the Secondary Content Classroom—An Inservice Delivery Model," *Reading Improvement*, v25 n2 p86-91 Sum 1988.

Outlines a delivery system which improves teachers' classroom performance by introducing them to content-area reading strategies, and by drawing upon the research on effective inservice education, in an attempt to create a format which will allow and encourage participants to experience behavioral change.

Muth, K. Denise. "Structure Strategies for Comprehending Expository Text," *Reading Research and Instruction*, v27 n1 p66-72 Fall 1987.

Examines three strategies designed to help middle school students use text structures to comprehend expository text: 1) hierarchical summaries; 2) conceptual maps; and 3) thematic organizers. Summarizes advantages and disadvantages of each strategy and recommends that teachers consider the outcomes they want and select the most appropriate strategy for their particular purpose.

Schwartz, Robert M. "Learning to Learn Vocabulary in Content Area Textbooks," *Journal of Reading*, v32 n2 p108-18 Nov 1988.

Shows how "concept of definition" (CD) instruction (instruction which organizes conceptual information into categories, properties, and illustrations) can be applied to content area reading. Presents several lessons and activities which develop strategies for combining new text information with prior knowledge, and for self-monitoring independent vocabulary learning.

Simons, Sandra McCandless. "PSRT—A Reading Comprehension Strategy," *Journal of Reading*, v 32 n5 p419-27 Feb 1989.

Describes a reading comprehension strategy—Prepare, Structure, Read, and Think (PSRT)—designed for subject area lessons that use expository textbooks. Presents a generic guide for planning and conducting a lesson based on PSRT.

Smith, Patricia L; Tompkins, Gail E. "Structured Notetaking: A New Strategy for Content Area Readers," *Journal of Reading*, v32 n1 p46-53 Oct 1988.

Describes a technique using expository text structures and graphic organizers as the basis for taking notes from content area texts. Asserts that the same technique can be transferred to notetaking during lectures.

Focused Access to Selected Topics No. 22
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Reader Response

by Michael Shermis

Literary theories are, by their very nature, abstract; therefore they frequently remain unused in the classroom. This FAST Bib provides resources to understand the theoretical foundations of reader response—a literary theory that is currently gaining increasing attention in literature instruction. More importantly, it cites several sources that can be put to practical use in the classroom. Although it is clear there is no unified position on what reader response is, the ERIC database provides a number of sources to help teachers make use of the theory and several different perspectives on how to implement it. Most teachers will not find these suggested techniques new; the approach, however, differs in that students are not forced to accept one correct meaning of a text, but are part of the process of interpretation.

This bibliography has been divided into four sections. The first section, "Teaching of Literature and Poetry," presents citations that offer strategies on how to implement reader response in the literature classroom. The second section, "Teaching of Composition," cites sources that suggest ways to incorporate reader response into the composition classroom. "Other Teaching Techniques" presents ideas for discussion, journalism, film study, and reading instruction. The last section, "Theory and Research," examines a few studies on reader response.

Teaching of Literature and Poetry

Canterford, Barbara. "Cultivating the Growth of Reader Response," *English in Australia*, n75 p50-58 Mar 1986.

Describes the implementation of a literature program for students in grade six based on reader response theory.

Corcoran, Bill; Evans, Emrys, Eds. *Readers, Texts, Teachers*. Boynton/Cook Publishers, Inc., 52 Upper Montclair Plaza, P.O. Box 860, Upper Montclair, NJ, 1987. 264 p. [ED 279 012; document not available from EDRS]

Focuses on the need to offer and encourage the experience of reading literature in elementary schools. Includes essays that (1) explicate the range of theory known as reader response criticism; (2) argue its distinctive relevance to the needs of young, developing readers; and (3) indicate how classroom practices might be changed to accommodate the insights offered by reader-response theorists.

Flood, James; Lapp, Diane. "A Reader Response Approach to the Teaching of Literature (Research and Practice)," *Reading Research and Instruction*, v27 n4 p61-66 Sum 1988.

Summarizes the history of, and theory and research in, reader response approaches to teaching literature. Proposes an instructional process employing response-based teaching.

Fynes Clinton, Michael; Mills, Perry. "From a Teacher's Notebook—20: Making the Work Their Own: Responses and Ways In," *Use of English*, v38 n3 p14-19 Sum 1987.

Discusses ways to teach modern plays and poetry, using a reader response approach that makes the works more accessible to students.

Galda, Lee. "Readers, Texts and Contexts: A Response-Based View of Literature in the Classroom," *New Advocate*, v1 n2 p92-102 Spr 1988.

Discusses pedagogical implications of recent theory and research on response to literature. Contends that now teachers must be aware of readers, the text, and the context in which a text is read and discussed.

Gambell, Trevor J. "Response to Literature," *English Quarterly*, v19 n2 p120-29 Sum 1986.

Provides a background of response theory, two Canadian perspectives on response theory, a description of transactional response theory and response-centered curriculum, a discussion of the concepts of participant and spectator roles in literature and of the idea of narration and storying as literature, and a discussion of analysis and criticism.

Gambell, Trevor J. "Growth in Response to Literature," *English Quarterly*, v19 n2 p130-41 Sum 1986.

Discusses early experiences of children with literature, and the development of and growth in their response to literature. Argues for a response-centered, rather than criticism-centered, curriculum.

Gambell, Trevor J. "The Teaching of Literature," *English Quarterly*, v19 n2 p142-52 Sum 1986.

Reviews various methods of teaching literature and proposes that response to literature be an element in the teaching of literature. Considers the role of the teacher in a response-centered classroom and how to create a classroom environment that will encourage interpretation and response to literature.

Graham, Robert J. "David Bleich's Subjective Criticism; Reading, Response and Values in the Teaching of Literature," *English Quarterly*, v17 n1 p54-59 Spr 1984.

Outlines Bleich's theory of subjective criticism and traces its roots in the work of the psychoanalytic critic Norman N. Holland. Suggests that the subjective criticism approach to literature can help elicit student response in the classroom and initiate discussions of value questions which literature inevitably raises.

Holbrook, Hilary Taylor. "ERIC/RCS: Reader Response in the Classroom," *Journal of Reading*, v30 n6 p556-59 Mar 1987.

Explores briefly the New Criticism that dominated literature instruction until recently and then provides an overview of reader response theory and how response approaches can be used in the classroom to enhance reading.

McAnulty, Sara J. "Breaking the Barriers: Teaching Martin Jamison's 'Rivers' (Modern Poetry in the Classroom)," *English Journal*, v78 n2 p75-78 Feb 1989.

Uses Martin Jamison's "Rivers" to illustrate a reader-response approach to poetry. Describes the process of students creating their own "poems," while analyzing the author's poem. Concludes that this approach encourages the necessary personal connection required for poetic involvement.

Myers, Kris L. "Twenty (Better) Questions," *English Journal*, v77 n1 p64-65 Jan 1988.

Describes how reader response journals encourage students to interact with literary works. Presents 20 questions, based on David Bleich's response heuristic, which help guide students' responses.

Nugent, Harold; Nugent, Susan. "The Double-Entry Journal in Literature Classes." Paper presented at the Annual Meeting of the New England Association of Teachers of English Fall Conference, 1984. 14 p. [ED 252 862]

Suggests that the use of the double-entry journal activates students' prior learning and present feelings, fosters collaborative learning, integrates major language skills, and encourages the creative and discovery processes. Part of the journal assignment is a three-step response based on David Bleich's "Readings and Feelings."

Probst, Robert E. "Mom, Wolfgang, and Me: Adolescent Literature, Critical Theory, and the English Classroom," *English Journal*, v75 n6 p33-39 Oct 1986.

Discusses using reader response instead of standard literature interpretation teaching methods for the study of adolescent literature in high schools. Asserts that this method gives authority to the students as readers because they must assume responsibility for understanding the text, themselves, and the world.

Probst, Robert E. *Transactional Theory in the Teaching of Literature. ERIC Digest.* ERIC Clearinghouse on Reading and Communication Skills, Urbana, IL, 1987. 3 p. [ED 284 274]

Explains the relationship of transactional theory (a reciprocal, mutually defining relationship between the reader and the literary text) to the teaching of literature. Differentiates between the efferent stance, in which the reader is primarily concerned with what he or she will carry away as information from the text, and the aesthetic stance, in which the reader focuses primarily upon the experience lived through during the reading.

Pugh, Sharon L. *Teaching Children to Appreciate Literature. ERIC Digest* Number 1. ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN, 1988. 3 p. [ED 292 108]

Presents two basic approaches to teaching children to appreciate literature at any level: the structural (traditional literary analysis) and the reader response approaches.

Teaching of Composition

Lang, Frederick K. "Varieties of Literary Experience for the Developing Writer." Paper presented at the "Developmental Education in the 80's: The Realities" Conference, 1983. 16 p. [ED 266 451]

Argues that the reader response criticism that has arisen in direct response to the New Criticism can be adapted to the needs of the developing writer through its emphasis upon the experience of the reader engaged with the text. Asserts that the inventive application of the principles of reader response criticism can make writers out of developing writers.

Miller, Susan. "Is There a Text in This Class?" *Freshman English News*, v11 n1 p20-24 Spr 1982.

Elucidates the tenets of reader response criticism that are compatible with the classroom teaching of writing.

Price, Marian. "Reader Response in the Teaching of Composition." Paper presented at the Annual Meeting of the Florida College English Association, 1987. 17 p.[ED 292 129]

Suggests that reader response can enhance a composition class in many ways and that reader response, by incorporating both intellect and feeling into an aesthetic reaction to literature, restores the subjective aspect that some forms of criticism deny. Argues that because the reader response model insures that individual responses are listened to and respected, it encourages involvement as readers and commitment as writers, and it discourages conformity of thought and the tendency to parrot the teacher's interpretations.

Other Teaching Techniques

Athanases, Steven. "Developing a Classroom Community of Interpreters," *English Journal*, v77 n1 p45-48 Jan 1988.

Describes a discussion model based on the reader response approach which thrives on controversy and encourages students to become an active, responsible "community of interpreters."

Brozo, William G. "Applying the Reader Response Heuristic to Expository Text," *Journal of Reading*, v32 n2 p140-45 Nov 1988.

Describes a reader response heuristic which approaches expository texts on a feeling and experiential level. Focuses on the work of one student writer to show how the student's interpretations of a text on Arab-Israeli relations was mediated by the student's feelings and experiences.

Chase, Nancy D. "Reader Response Techniques for Teaching Secondary and Post-Secondary Reading. College Reading and Learning Assistance." *Technical Report* 85-07. Division of Developmental Studies, Georgia State University, Atlanta, GA, 1985. 12 p. [ED 263 535]

Describes a five-step technique for secondary and postsecondary reading instruction, compatible with reader response theory, and addressing the need for academically underprepared students to experience the validation of their personal responses to texts.

Chase, Nancy D.; Hynd, Cynthia R. "Reader Response: An Alternative Way to Teach Students to Think about Text," *Journal of Reading*, v30 n6 p530-40 Mar 1987.

Describes the fundamentals of reader response theory, focuses on the aspects most relevant to reading instruction, and presents a teaching method using reader response as a vehicle for improving students' ability to learn from text.

Kear, Lynn. "Teaching Film Studies: The Viewer Response Approach," 1988. 23 p. [ED 294 254]

Suggests that Louise Rosenblatt's reader response theory can be applied effectively to film study in the classroom. Contends that (1) several teaching methods can be used with the viewer response theory, such as using journals, class viewing of films/videos, immediate response papers, lengthy response papers, small group study, and conferences; and (2) the viewer response approach can result in richer, more meaningful film viewing experiences for both teachers and students and provide the basis for further, more involved film study.

McRae, Murdo William. "Turning Reader-Response Theory into Student-Centered Classroom Practice," *Exercise Exchange*, v31 n2 p21-23 Spr 1986.

Describes how reader response theory can be easily adapted to classroom practice, thereby sharpening students' interest in reading, increasing their capacity to reason and write, and fostering greater regard for different points of view.

Steiner, Linda. "Readers' Readings: Applications of Reader-Response Theory." Paper presented at the 70th Annual Meeting of the Association for Education in Journalism and Mass Communication, 1987. 31 p. [ED 284 221; microfiche copy available from EDRS; paper copy not available from EDRS]

Applies reader response theory to journalism. Posits that readers of newspapers, like readers of literature, take an active role in making meaning from the articles they read, rather than passively accepting news as a finished, static product. Concludes that (1) by incorporating reader re-

sponse theory in journalism education, and changing the way journalists think, they may come to understand how readers differ from one another, how they differ from reporters, and how reporters and readers together make meaning; and (2) the study of the linguistic and conceptual forms used by real people to give meaning to their situations would offer journalists new rhetorical tools.

Theory and Research

Bogdan, Deanne. "A Taxonomy of Responses and Respondents to Literature," *Paideusis: Journal of Canadian Philosophy of Education Society*, v1 n1 p13-32 Fall 1987.

Contends that stasis, stock, kinetic, spectator, and dialectic responses to literature all serve to deny the popular misconception that literary analysis invariably deals a death blow to the vitally engaged, spontaneous, and thus authentic response. Describes these responses and notes that the dialectic response to literature is the only response that moves between the precritical, critical, postcritical, and autonomous levels.

Golden, Joanne M.; Guthrie, John T. "Convergence and Divergence in Reader Response to Literature," *Reading Research Quarterly*, v21 n4 p408-21 Fall 1986.

Describes a reader response study indicating a high degree of agreement on reader beliefs and text events. Also finds that students who empathized with a particular character identified the story conflict as pertaining to that character. Suggests specific reader-based and text-based factors that produce convergence and divergence in reader response.

Harker, W. John. "Literary Theory and the Reading Process: A Meeting of Perspectives," *Written Communication*, v4 n3 p235-52 Jul 1987.

Examines the relationship between current concepts of reading processes and contemporary theories of literary response. Argues that text-based reading theories are isomorphic with the New Criticism, and that reader-based theories of reading are isomorphic with reader-response criticism. Maintains that literary theory ignores interactive formulations of the reading process.

Johnson, Nan. "Reader-Response and the Pathos Principle," *Rhetoric Review*, v6 n2 p152-66 Spr 1988.

Reviews and equates theories of reader response and rhetorical theories on audience response (the pathos principle). Concludes that the fundamental synonymity between them represents a significant bridge between analysis of literary texts and the dynamics of formal and social discourse and provides a theoretical foundation for teaching reading and writing.

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Reading in the Two-Year College

by Margaret Haining Cowels

More than one-half of all college students and nearly one-half of all college faculty in the United States attend or work at two-year colleges; yet two-year colleges are seldom the sole focus of media attention. With increasing national attention on specialized literacies, the two-year college and its career-focused student deserve increasing attention from reading specialists, other educators, and the public. Two year colleges are often the scene of the most effective development in catch-up, remedial instructional programs and techniques; and they also tend to be the site of highly innovative and experimental yet practical teaching and of meaningful evaluations of reading instruction.

An Overview

Cranney, A. Garr, and Hollingsworth, Paul. "The Improving Professionalization of College Adult Reading," [1986]. 23pp. [ED 268 478]

Notes substantial progress in the field of college adult developmental reading toward becoming a mainstream academic field. Discusses roadblocks to that goal and new directions in the field.

Edwards, Dennis H., *et al.* "Reading across the Curriculum: Strategies for Improving Reading in Content Area Classes," Sacramento: Cosumnes River College, 1987. 21pp. [ED 278 461]

Twelve reading skills strategies developed by a project that focused on the comprehension demands of particular students' textbooks are explained with examples. The strategies are 1) previewing and marking text, 2) developing motivation, 3) following the the SQ3R method, 4) using the Cornell notetaking format of record, reduce, recite, reflect, and review, 5) mapping in outlines that fit particular materials, 6) learning time management, 7) teaching vocabulary through context clues, word structure, and the dictionary, 8) developing critical thinking with a read, analyze, and apply technique, 9) using non-reading activities to promote student interest in a topic, 10) reading graphs, 11) practicing distinguishing between main ideas and supporting evidence, and 12) providing questions for students to consider while reading.

Fleming, Delryn R., Ed. "New Frontiers in Learning." Proceedings of the 16th Annual Conference of the Western College Reading and Learning Association, volume 16, 1983. 125 pp. [ED 247 533]

This collection of 19 articles focusing on the present state and future direction of college reading and learning skills instruction includes reviews, investigations and evaluations, and prescriptions and descriptions. Among the topics covered are: 1) the influence of cognitive and ethical development in critical reading, 2) the effect of social dialect on reading comprehension at the community college level, 3) diagnosing reading and reasoning problems of high achieving adults, 4) developing reading modules for trade students, 5) improving rate and recall in reading, and 6) basic skills testing and programming for remedial reading.

Holbrook, Hilary Taylor. "ERIC/RCS: Reading Needs at the 2-year College Level," *Journal of Reading,* 29 (8), may 1986, pp. 770-772.

Identifies the reading needs of two-year college students and examines teaching techniques designed to help meet them.

Piepmeier, Karen S. "Reading and Developmental Education," *New Directions for Community Colleges,* 15 (1), Spring 1987, pp.63-73.

Suggests that in meeting the challenge of increasing numbers of students with inadequate reading skills, community colleges reply more on informal assessment of students' ability, focus on study and discovery skills, develop comprehension strategies, and incorporate the linguistic approach. Considers future needs, including facilities, required to do the job.

Reed, Keflyn-Xavier. "An Analytical Comparison of Reading Levels of Junior College Students with the Readability Levels of Textbooks Used in Content Area Courses." Paper presented at the Annual Conference of the Postsecondary Reading Council of Alabama, 1987. 12pp. [ED 284 177]

Using the Nelson-Denny Reading Test to measure student abilities and the Fry Readability Formula and Graph to measure text difficulty, a study determined that eight content area textbooks used in a community college were above the mean reading score of the 100 students in the study. Suggests specific reading strategies and programs.

Remedial Reading Instruction

Carrasquillo, Angela, and others. "Perceived Remedial English Reading Class Benefits of Community College Students," [1986]. 14pp. [ED 285 127]

A survey of first-year community college students in New York City enrolled in remedial reading indicated that a slight majority of the students were women, that 54% of them were foreign born, and that a high percentage of them were taking the course in order to get higher paying jobs and to gain admission to college as regular students. Findings suggest that the role of remedial reading instructors be reevaluated to see if it matches students' expectations.

Early, Katherine. "Late Blooming is Better Than No Blooming at All," *Journal of Developmental and Remedial Education* 7(2), Winter 1984, pp. 20-21.

Provides a personal account of tutoring an illiterate community college student athlete. Discusses the problem of finding appropriate reading materials for adults with low skill levels. Traces the tutored student's progress, problems, and decisions for future education.

Hermann, Beth Ann. "Reading Instruction: Dealing with Classroom Realities," *Community College Review*, 13 (1), Summer 1985, pp. 28-34.

Describes a study of 14 reading improvement students and their instructor regarding their views of the students' reading deficiencies and the focus of the instruction. Reveals that instruction did not address the needs perceived by either the teacher or the students.

Luvaas-Briggs, Linda. "Some 'Whole Brain' Activities for the Community College Reading Class," *Journal of Reading*, 27 (7), April 1984, pp. 644-647.

Describes activities to promote the integration of the right and left hemispheres of the brain that improve the attitudes of remedial readers.

Taylor, Karl K. "Can College Students Summarize?" *Journal of Reading*, 26 (6), March 1983, pp. 524-528.

Reports the results of a study in which community college students were found to be unable to summarize adequately without considerable training.

Methods and Media for Teachers

Ast, Harley J. "A Multimedia Self-instructional Systems Approach to Reading." Paper presented at the Conference of the Western College Reading and Learning Association, 1987. 25pp. [ED 284 620]

Describes a self-paced program which uses a controlled reading pacer, print material, and fluency training films to teach adult students to read without subvocalizing or regressing.Instructional materials are organized sequentially in reference to the basal, prescriptive, and syntactical steps necessary for adequate skills development. Potential students are given a battery of reading tests to determine their particular skills deficiencies, and an individualized program is prescribed for each student.

Beauchamp, Fay. "Cultural Immersion and Developmental Education." Paper presented at the Annual conference of the Community College Humanities Association, 1986. 13pp. [ED 277 422]

Developmental program instructors at the Community College of Philadelphia have created materials which integrate thinking, reading, and writing, which teach standard English usage through the study of the history of English, and which use drama and film to explore language attitudes. Experiential learning—involving students in acting out scenes from plays, attending professional theatrical performances, visiting museums, and reading aloud to children—is based on intensive exploration of themes such as Afro-American heritage, classics in Western European culture, and the diversity within Third World cultures.

Bravick, Jean. "The Development, Implementation, and Evaluation of an Instructional Model to Increase Comprehension through Written Structural Response to Text." Paper presented at the 32nd Annual Meeting of the International Reading Association, 1987. 55pp. [ED 281 178]

Results of a study in Florida confirmed that junior college students writing structural responses reached higher levels of inferential comprehension than students who only read or wrote opinion responses, suggesting that the Structural-Response Instructional Model is a pragmatic way to use writing to increase students' understanding of written discourse and to increase their reasoning skills.

Reed, Keflyn-Xavier. "Using Directed Reading Activities to Increase Students' Receptiveness and Comprehension of Literary Forms." Paper presented at the 22nd Annual Meeting of the Southeastern Conference on English in the Two-Year College, 1987. 10pp. [ED 283 141]

Students at Bishop State Junior College (Alabama) who admitted to reading out-of-class assignments only occasionally due to the degree of difficulty of the reading were given analytical exercises designed specifically for studying textbooks, poems, short stories, and novels. Of 511 students responding to an assessment item, 427 found the exercises helpful for reading comprehension.

Literature in the Two-Year College

"The Future of Literature in the Community College." Proceedings of the 1st Annual National Conference of the City of Chicago, 1985. 218pp. [ED 275 357]

Twenty-one papers presented at 'The Future of Literature in the Community College' conference are included in these proceedings. Selected titles are: 1) "The Value of Literature in the Community College Curriculum: One Credo, Several Courses," by Carol Barrett; 2) "Beyond the Parson's Field: Third World Literature in the Community College," by Robin Herndobler; 4) "Literature—An Invaluable Aid in Teaching Reading Comprehension Skills to Remedial or Developmental Level Community College Students," by Loisjean Komai and Carlene Wingfield; and 5) "Teaching Writing through Literature: Toward the Acquisition of a Knowledge Base," by RoseAnna Mueller.

Moorhead, Michael. "Teaching the Modern Novel to Community College Sophomores," *Teaching English in the Two-Year College,* 11 (2), December 1984, pp. 66-69.

Argues that sophomore English students can and will read if offered assistance and literary offerings worth their attention. Suggests a course built around post-World War II American literature, since today's students can relate to the language used and to the contemporary issues raised in these novels.

Page, Helen Ward. "Literature across the College Curriculum," *Journal of Reading, 31* (6), March 1988, pp. 520-524.

Describes a community college project which incorporates literature into course content outside the English department to enhance students' ability to respond to subject matter and develop critical thinking skills.

Sommers, Jeffrey, and Palmer, Virginia Ellis. "Bringing the Campus, the Community, and the Study of Literature Together," *Teaching English in the Two-Year College,* 12 (1), February 1985, pp. 72-78.

Describes a literary study program for residents of a community college area.

Computer-Assisted Instruction

Gabriel, Dennis. "The Mainframe Computer in a Basic Reading and Writing Class." Paper presented at the Ohio Instructional Computing Conference, 1983. 5pp. [ED 239 710]

A computer in a basic reading and writing class can help the instructor do more with greater ease and in less time.While problems such as user resistance, few relevant programs, and difficulties in measuring gains have not been resolved, several uses for the computer have been developed. These include provision of diagnostic data, electronic gradebooks, student-teacher communication by electronic mail, sharing of essays among classmates, and reduction of paperwork.

Levin, Robert, and Doyle, Claire. "The Microcomputer in the Writing/Reading/Study Lab," *Technological Horizons in Education,* 10 (4), February 1983, pp. 77-79, 100.

Discusses advantages of computer-assisted instruction in a community college writing/reading curriculum. Using word processing, students write reports, themes, and essays on the microcomputer. Other software is used for learning vocabulary, grammar, reading rate and comprehension.Includes problems to avoid to ensure success.

Miller, Karen J., and Stolarski, Rosemary. "Computer Matching of Reading Lab Materials to Students' Needs," *Computers, Reading and Language Arts,* 2 (1), Summer-Fall 1984, pp. 13-15.

Describes the process by which an individualized instruction reading test program was developed.

Patterson, Becky. "Evaluating Microcomputer Software for a Community College Reading/Writing Center." Paper presented at the Meeting of the Western College Reading and Learning Association, 1983. 11pp. [ED 233 691]

Following a brief discussion of the problems related to current software evaluation forms, a detailed list of general guidelines for evaluating reading and writing software is presented. The

guidelines cover educational soundness of the software, its ability to fully utilize microcomputer capabilities, and its validity for educational, rather than personal, use.

Swartz, Donna. "A Survey of Computer Use in Two-year College Reading Programs," *Research in Developmental Education*, 2 (4), March 1985. 8pp.

A mail survey of two-year colleges was conducted to identify types of hardware and software used and ways in which computers are used to teach reading. Responses from 181 two-year colleges with developmental programs indicated that computer use in reading instruction is increasing, with a wide variety of software in use, mostly on Apple computers, and that computers were being used most commonly to provide drill and practice with tutoring. A list of software packages frequently used is included.

ERIC/RCS

A Profile

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ERIC/RCS

Computer Search Service

Clearinghouse on Reading and Communication Skills
Indiana University
Smith Research Center, Suite 150
Bloomington, IN 47408-2698
(812) 855-5847

WOULD YOU LIKE EASY ACCESS TO EDUCATIONAL INFORMATION?

If you are involved in graduate studies, developing and evaluating programs or curricula, designing a new course or revamping an old one, writing a report, or any of countless other projects in the areas of reading, English, journalism, speech, or drama, then you already know how important it is to locate and use the most relevant and current resources. And if you have not been using ERIC, you have been missing a lot, simply because *many resources in the ERIC database are not available anywhere else.*

These resources cover all areas of education, including research reports, case studies, bibliographies, surveys, government reports, curriculum guides, teaching guides, program descriptions and evaluations, instructional materials, course descriptions, speeches, and conference reports.

Currently about 700,000 document abstracts and journal article annotations make up the ERIC database, which grows at the rate of approximately 30,000 entries per year. In order to make these resources more accessible to you, the ERIC Clearinghouse on Reading and Communication Skills offers a computerized database search service.

WHAT IS THE DIFFERENCE BETWEEN A COMPUTER SEARCH AND A MANUAL SEARCH?

The computer is much faster and far more efficient. Some highly complex searches that a computer can do in minutes would be virtually impossible for a person to do using the ERIC indexes *Resources in Education* and *Current Index to Journals in Education*. The computer offers the opportunity to search under several index terms at the same time

HOW DOES A COMPUTER SEARCH WORK?

ERIC uses a coordinate indexing system, with each document indexed under as many as 12 index terms, or "descriptors." These descriptors identify the educational level and content areas of a document. A computer search involves combining the descriptors for the specific search question into a search statement, which is then entered into the computer. Those documents that meet the requirements of the search statement are retrieved.

WHAT DO I GET?

You receive a printout of ERIC references that include complete bibliographic citations, annotations of journal articles, and 150- to 250-word abstracts of documents on your topic.

WHAT DOES IT COST?

The minimum charge for a customized computer search is $30 for up to 50 journal citations and/or document abstracts, plus $.10 for each additional reference. This fee includes handling and mailing. You will be billed for the cost upon completion of the search.

HOW LONG DOES IT TAKE?

Generally, the time from our receipt of your request to your receipt of the printout is two weeks.

WHAT DO I HAVE TO DO?

No prior knowledge of computers or computer searching is necessary. A member of our staff can help you define your search question. Our knowledge of the ERIC database, especially in the areas of reading and the other English language arts, can be an important aid in developing a successful search.

If you would like our clearinghouse to run a computer search on a topic of your choice, fill out and return the attached order form. If your question needs further clarification, a member of our staff will call you before conducting the search.

COMPUTER SEARCH SERVICE ORDER FORM

Name _____

Position _____

Organization _____

Street _____

City _____ State _____

Zip _____ Phone _____

Purpose of search:

Education level _____

Format (circle one):

Research reports	Journal citations only
Practical applications	Document abstracts only
Both	Both

Known authority in field (if any) _____

Possible key words or phrases:

Restrictions: Year(s) _____

Monetary _____

Statement of search question:

ERIC/RCS

ERIC in Print

ERIC

Clearinghouse on Reading and Communication Skills
Indiana University
Smith Research Center, Suite 150
Bloomington, IN 47408-2698
(812) 855-5847

Searching ERIC in Print

ERIC (the Educational Resources Information Center) is an information resource designed to make educational literature easily accessible through two monthly bibliographic publications: *Resources in Education (RIE)* and *Current Index to Journals in Education (CIJE)*. By following the steps below, individuals can quickly locate literature for their specific educational information needs.

1. **Phrase Your Question as Precisely as Possible.** Then list the key concepts of that question in as few words or phrases as possible.
2. **See If Your Indexing Terms are Listed in the *Thesaurus of ERIC Descriptors*.** If they are listed, look for other descriptors that come close to matching your terms. To help you in this procedure most descriptors are listed with a display of cross-references to other descriptors, including narrower terms (NT); broader terms (BT); and related terms (RT) within the same area of classification.
3. **Go to the Subject Index Sections of the Monthly, Seminannual, or Annual Issues of *RIE*.** Read the titles listed under the descriptors you have chosen and note the six-digit ED (ERIC Document) numbers for those documents that seem appropriate for your information needs.
4. **Locate and Read the Abstracts of These Documents in the Main Entry Sections of the Monthly *RIEs*.** Main entries are listed consecutively by ED number.
5. **To Find the Complete Text of the Document, First Examine the Abstract to See if It Has an EDRS Price.** If it does, the document is available both in ERIC microfiche collections (which are owned by over 700 libraries nationwide) and through the ERIC Document Reproduction Service (EDRS) in Virginia. EDRS ordering information is given in the back of every RIE. If the document is not available through EDRS, it is due to copyright restrictions placed on the document by its author or publisher. In these cases, ordering information will be given in the document abstract in a note labeled "available from."
6. **If You Have Trouble With Your Search** (e.g., the documents are not exactly what you want or you find no documents), return to steps one and two, checking your search terms. You also may want to ask your librarian for assistance in identifying descriptors.

If you want to expand your search to include journal articles, use *CIJE* in addition to *RIE*. Remember, however, that copies of journal articles are not available from EDRS. If you want to read the complete article, you must obtain the journal from a local library, the publisher, or University Microfilms International.

A. A kindergarten teacher has been asked by some of his neighbors who have preschoolers if there is anything they can do at home to help their children get ready for writing in school. The teacher decides that the key concept involved is Writing Readiness.

B. The teacher checks that term in the *ERIC Thesaurus* at a nearby university library and finds it listed.

C. Selecting one of the library's volumes of *RIE*, in this case the January-June 1988 semiannual index, *the teacher finds the following documents in the subject index:*

Writing Readiness

Children's Names: Landmarks for Literacy?
ED 290 171
Integrating Reading and Writing Instruction at the Primary level. **ED 286 158**
Sister and Brother Writing Interplay.
ED 285 176
Writing Begins at Home: Preparing Children for Writing before They Go to School.
ED 285 207

D. **ED 285 207** Looks like an appropriate resource, so the teacher finds that ED number in a monthly issue of *RIE "January 1988" in the document resume section:*

ED 285 207 **CS 210 790**

Clay, Marie
Writing Begins at Home: Preparing Children for Writing before They Go to School.
Report No. ISBN-0-435-08452-6
Pub Date 87
Note 64p.
Available from Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($12.50)
Pub type Books (010) - Guides - Non-Classroom (055)

Document Not Available from EDRS.
Descriptors_Case Studies, Family Environment, Language Acquisition, *Parent Child Relationship, Parent Participation, Parent Role, *Preschool Children, Preschool Education, Psychomotor Skills, Reading Writing Relationship, Writing Exercises, *Writing Readiness, *Written Language
Identifiers_*Childrens Writing, *Emergent Literacy, Writing Attitudes

Intended for parents of preschoolers, this book offers samples of children's writing (defined as the funny signs and symbols that pencils make) and attempts to show how parents can support and expand children's discovery of printed language before children begin school. Each of the eight chapters contains numerous examples of young children's drawing and printing, as well as helpful comments and practical considerations to orient parents. The chapters are entitled: (1) Getting in Touch; (2) Exploration and Discoveries; (3) I Want to Record a Message; (4) We Follow Sally Ann's Progress; (5) Individual Differences at School Entry; (6) How Can a Parent Help?; (7) The Child at School; and (8) Let Your Child Read. (References and a list of complementary publications are attached.) (NKA)

E. The teacher notes the price and ordering information for his neighbors. The teacher can then select other *RIE* documents to review from other volumes of the *RIE* index, or check *CIJE* for journal articles on writing readiness.

KEYS TO USING ERIC

Thesaurus of ERIC Descriptors

The *ERIC Thesaurus* is the key to a search of the ERIC database, with approximately 10,000 terms and cross-references in the fields of education. Scope notes serve as definitions for most descriptors. Each document in the ERIC system is assigned several descriptors from the *Thesaurus* that indicate the essential content of the document. Once you have familiarized yourself with ERIC's descriptors and the *Thesaurus*, you have put thousands of pages of educational materials at your fingertips.

Resources in Education (RIE)

This publication prints the abstracts of documents processed and indexed for the ERIC system. About 1000 abstracts from ERIC Clearinghouses appear each month, arranged by ED number in the main entry section of *RIE*. In addition to the main entry section, each volume of *RIE* contains three indexes. Document titles are listed by subject (descriptor term), author, and institution. Unless otherwise noted, copies of documents abstracted in *RIE* are available from the ERIC Document Reproduction Service.

Current Index to Journals in Education (CIJE)

This ERIC publication directs you to educational articles from over 800 educational journals. Annotations describing over 1400 articles each month are arranged in the main entry section of *CIJE* according to EJ (ERIC Journal) number and are listed in subject, author, and journal indexes. Copies of journal articles annotated in *CIJE* are not available from the ERIC Document Reproduction Service but may be obtained from local library collections, from the publisher, or (in most cases) from University Microfilms International.

Semiannual and annual issues of *RIE* and *CIJE* consolidate the monthly subject, author, and institution indexes.

COMPUTER SEARCHES

Over 900 organizations across the nation, including the individual ERIC Clearinghouses, provide computerized searches of the ERIC database. The search strategy—selecting the key descriptors and scanning the documents under those subject headings—is the same as for manual searching. The differences are in time and cost. When you search by computer, you can combine several terms instantaneously for any or all issues of *RIE/CIJE*; in effect, you thumb through more than 200 issues of *RIE* at once. Costs for these services vary; while some institutions offer computer searches at no cost to in-state educators, others may charge from $5 to $300, depending upon the complexity and depth of the search or the kind of feedback requested. Our Clearinghouse can assist you in developing computer search strategy, and can provide information about computer search facilities near you. No prior knowledge of computers or computer searching is necessary.

CUSTOMIZED SEARCHES AVAILABLE

Customized computer searches of the ERIC database will be performed for you by the ERIC/RCS Clearinghouse, if you wish. The charge for this service is $30 for the first 50 citations. If your search problem does not fall within the scope of ERIC/RCS, we will refer your question to one of the other Clearinghouses in the ERIC System, or help you contact the appropriate Clearinghouse directly.

ERIC/RCS

Submitting Material

Clearinghouse on Reading and Communication Skills
Indiana University
Smith Research Center, Suite 150
Bloomington, IN 47408-2698
(812) 855-5847

WHY NOT SEND YOUR MATERIAL TO ERIC/RCS?

The ERIC system is always looking for high-quality educational documents to announce in *Resources in Education (RIE)*, ERIC's monthly index of document abstracts. ERIC, Educational Resources Information Center, sponsored by the Office of Educational Research and Improvement of the U.S. Department of Education, is a national educational information system designed to make available hard-to-find educational materials (such as research reports, literature reviews, conference papers, curriculum guides, and other resource information). Through a network of clearinghouses, each of which focuses on a specific field in education, materials are acquired, evaluated, cataloged, indexed, abstracted, and announced in *RIE*.

The Clearinghouse on Reading and Communication Skills is responsible for educational materials and information related to research, instruction, and personnel preparation in such areas as English language arts, reading, composition, literature, journalism, speech communication, theater and drama, and the mass media.

ERIC relieves you of the need to maintain copies of your materials for distribution to people or organizations requesting them, since documents can be ordered individually in both microfiche and paper copy formats from the ERIC Document Reproduction Service (EDRS) in Springfield, Virginia.

Dissemination through ERIC provides a wide audience for your materials since there are more than 700 ERIC microfiche collections throughout the world. In addition, your material can be retrieved at the more than 450 locations that provide computer searches of the ERIC database.

Because your documents are permanently indexed in *RIE* and on computer tape, ERIC serves an archival function as well as keeping users informed of current theories and practices.

We depend on our network of volunteer contributors to accomplish our goal of making information readily available to the educational community and to the general public.

HOW TO SUBMIT YOUR MATERIAL

Please follow the guidelines listed below for preparation of documents. Send two clean, dark-print copies, at least six pages in length, either in original or photocopied form to **Coordinator of Documents, ERIC/RCS, 2805 East Tenth Street, Smith Research Center, Suite 150, Bloomington, Indiana 47408-2698.**

Document Preparation. The following guidelines are designed to ensure that documents will be legible on microfiche and that readable copies will be available to ERIC users:

- Standard 8 1/2" x 11" white or light-tinted paper is preferred.
- Double-spaced pages printed on a laser printer or typed on a standard typewriter (pica or elite) photograph best. Dark-print dot-matrix computer printouts are acceptable.
- Letters and line drawings must be unbroken and as black as possible. Very small or finely drawn letters, as well as photographs and edited copy, will not reproduce well.
- Purple dittos and most colored pages will not photograph clearly.

WHAT HAPPENS NEXT...

To ensure its usefulness to the educational community, each document submitted is evaluated for quality and significance by one of approximately 200 specialists from various universities and the following professional organizations:

International Reading Association; Western College Reading Association; College Reading Association; National Reading Conference; North Central Reading Association; National Council of Teachers of English; Conference on College Composition and

Communication; Association for Education in Journalism and Mass Communication; Journalism Education Association; and Speech Communication Association.

If your document is approved by the reviewers, it will be indexed and an abstract of it will appear in *RIE* in approximately three to four months. At the time of issue you will be sent a complimentary microfiche of your material.

If you would like to know the disposition of your document please include a stamped, self-addressed envelope.

The inclusion of your document in the ERIC database in no way affects your copyright or your right to submit it for publication elsewhere. Your document will not be edited but will appear in its entirety.

Books on Reading from ERIC/RCS

We lead by thinking.
We learn by doing.
You can teach your students to be leaders
by teaching them to read and think critically

Critical Thinking, Reading, and Writing, by Mary Morgan and Michael Shermis, is divided into lessons for elementary students and lessons for middle-school and secondary students, but with your own thoughtful modification, the elementary lessons can be used at an older level, and the upper-level lessons can be tailored to a younger audience.

You will be able to engage your students in the following many styles of learning:

- development of self-awareness & self-evaluation
- self-reliant problem solving
- conflict resolution
- moral decision making
- Whole Language exercise
- collaborative learning
- movie analysis
- critical use of the news
- analysis of conflicting accounts
- bias-free reasoning
- art appreciation
- critical reading in the content areas
- categorization and analogy

Your teaching will be empowered in these important ways:

- address your students' respective learning styles
- involve them in role playing
- teach them language-arts skills visually, aurally, kinesthetically
- cope with the conflict process
- teach them to read critically and think for themselves

Mary Morgan (now teaching English in China) was the original designer of the TRIED series. Michael Shermis is an ERIC editor and the project coordinator of the Family Literacy Center. Both Mary and Michael are expert in their command of the ERIC database, accomplished teachers, and professional writers and editors.

* * * * *

A Special TRIED for a Special Year about a Special Document

Stephen S. Gottlieb, lawyer and teacher of legal writing, wrote ***A High School Student's Bill of Rights*** in the bicentennial year of the American "Bill of Rights," in time for students and teachers to celebrate our freedoms by understanding them thoroughly.

A High School Student's Bill of Rights, a masterwork of reading in the content area of social studies, puts into perspective the liberties and limitations under the law of high school students and other legal minors. Students are citizens with rights, like grown-ups, but their rights are limited so long as they are "underaged" and under the care of their parents and school authorities. They have freedom of speech in

school assembly, but not completely; their lockers are protected from search and seizure, but not entirely; they have the right to publish their opinions in the school newspaper, but not if the principal says no.

Gottlieb draws on three major documents in testimony to our basic rights: The U.S. Constitution and its "Bill of Rights," the Northwest Ordinance of 1787, and the U.N. Declaration of Universal Human Rights. He interprets these basic statements according to the process of legal refinement that has arisen in the courts through lawsuits and other contests over civil rights.

- Must students be "Mirandized"?
- May students be frisked in the hall?
- May a student speaker talk dirty in the school assembly?
- Do teachers have the right to paddle school kids?
- Who controls which books go into the school library?
- Is religion really outlawed in schools?
- May the principal abridge freedom of the school press?
- What are the rights of a student who has been suspended?
- What is the legal status of Black v. White at school?
- Do we really *have* to go to school?

A TRIED for all classes, Gottlieb lays out in thought-provoking ways the basic concepts of republican democracy, the governmental structures, and the legal traditions that underpin our constitutional rights—an excellent workbook for civics classes.

He focuses on three of the main historical documents of human liberty and on court cases that were decided at the pitch of crisis in historic struggles to define and preserve our rights—a real-life workbook for history classes.

He structures an approach to all this history, law, and concern for rights and freedoms in terms of critical reading, critical thinking, and critical writing—an across-the-curriculum workbook for English teachers and reading-and-writing specialists.

A High School Student's Bill of Rights, by Stephen S. Gottlieb; foreword by John J. Patrick, Director, ERIC/ChESS, copublished by ERIC/RCS (the Clearinghouse on Reading and Communication Skills) and ERIC/ChESS (the Clearinghouse for Social Studies/Social Science Education).

* * * * *

Two more TRIEDS on reading for middle school and high school

Writing Exercises for High School Students, by Barbara Vultaggio, motivates students to explore creative, descriptive, and expository writing. Introduces the young writer to audience/voice, community involvement, peer editing, collaborative writing, and other basics of good writing.

Language Arts for Gifted Middle School Students, by Susan J. Davis & Jerry L. Johns, supplies challenging and advanced lessons in a variety of language-arts areas; communication skills, literature, mass media, theater arts, reading, writing. Activities designed for gifted students, with your thoughtful modifications, also work for others.

TRIED—Teaching Resources In the ERIC Database—is a series of lesson plans specially selected from among the nearly one million entries in the ERIC database, and expertly redesigned for effective teaching and learning. One good way to manage the information explosion, a TRIED volume saves you time, keeps you professionally up-to-speed, and puts a staff of experts at your disposal.

TRIED lessons are organized for ease of application:

- brief description
- objectives

- materials needed
- procedures
- source reference in the ERIC db
- supplementary comments
- results/benefits
- space for your own notes and comments

Each TRIED volume contains an activities chart covering all the lessons, and an annotated bibliography from the ERIC database providing further resources.

TRIED volumes are $12.95 each.

For a complete list of titles in the TRIED series, use the order form. A special price is available on quantity orders.

A different approach to the language itself—dear old English in all its historical curiosity! Amaze your students with *Beowulf* and Anglo-Saxon, Chaucer and Middle English, the Bard and Elizabethan speech, and with Franklin and Webster and American English.

* * * * *

Word History: A Guide to Understanding the English Language, by Carl B. Smith and Eugene Reade, is a readable historical approach to English that astonishes students when they find out not only what English *is* but also what it *was*. Without a grasp of what English once was and what it is ever becoming, both one's use and understanding of our language remains thin. The conventions of grammar and syntax have been historically determined. The oddities of English spelling are fictions of time and place. The richness of English language and literature, from Caedmon to cummings, from our Germanic language roots to the influx of Greek, Latin, Norman French, and many other tongues, makes of today's English a many-layered cake, with each layer of cake and icing a different flavor.

WORD HISTORY is a teacher's tool box for making the complicated and alien seem friendly and easy. Introductory discussions of the history of the language and its literature are followed by correlated exercises. Students find themselves instantly writing and understanding Anglo-Saxon, Middle English, and Shakespearean dialect. They develop an ability to spot Germanic roots, Greek and Latin loan words, and French refinements. They tune their ear to hear the difference between British English and American English.

Order Form

ship to:

name _____

address _____

_____

city/state/zip _____ phone ( ) _____

Item No.	Qty.	Abbreviated Title	Price	Total Cost
G09		*Word History...*	$14.95	
G13		*Peer Teaching and Collaborative Learning...*	$12.95	
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T09		*A High School Student's Bill of Rights*	$12.95	
T10		*Working with Special Students in English/Language Arts*	$12.95	
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Minimum order $5.00			Plus Postage and Handling	
			TOTAL Purchase	

method of payment:

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Make checks payable to ERIC/RCS.

Order Subtotal	Postage and Handling
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$10.01 - $25.00	$3.00
$25.01 - $50.00	$4.00
$50.01 - $75.00	$5.00
$75.01 - $100.00	$6.00
$100.01 - $125.00	$7.00
$125.01 - $150.00	$8.00
over $150.00	$9.00

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ERIC/RCS
Indiana University
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Bloomington, IN 47408-2698
Phone: (812) 855-5847
Fax: (812) 855-7901